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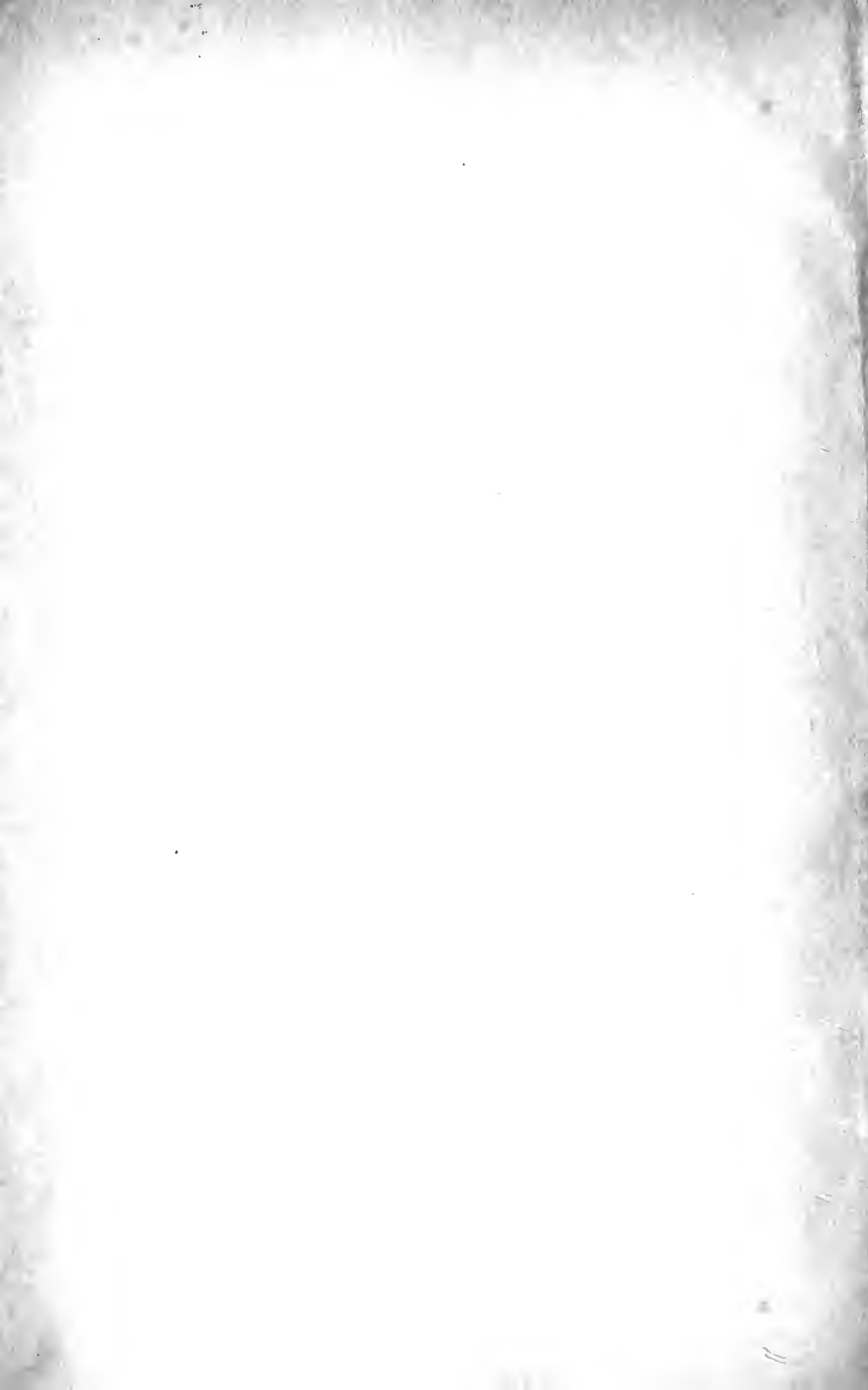


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ANNUAL CATALOGUE

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OF

# DUKE UNIVERSITY

1927-1928

ANNOUNCEMENTS FOR 1928-1929

DURHAM, NORTH CAROLINA

1928



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## UNIVERSITY CALENDAR

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1928

- June 9. Saturday—Registration of local students for Summer School, first term.
- June 11. Monday—Registration of students for Summer School, first term.
- June 12. Tuesday—Instruction begins for Summer School, first term.
- July 4. Wednesday—Independence Day—a holiday.
- July 20-21. Friday, Saturday—Final Examinations for Summer School, first term.
- July 23. Monday—Instruction begins for Summer School, second term.
- Aug. 29-30. Wednesday, Thursday—Final Examinations for Summer School, second term.
- Sept. 14-15. Friday, Saturday—Admission of new students to the Freshman Class.
- Sept. 15. Saturday, 4 P.M.—First regular faculty meeting of the academic year.
- Sept. 15-17-18. Saturday, Monday and Tuesday—Matriculation, classification, and sectioning of new students.
- Sept. 18. Tuesday—Registration and matriculation of new students with advanced standing.
- Sept. 19. Wednesday—First semester begins.
- Sept. 19. Wednesday—Registration of matriculated students.
- Sept. 20. Thursday—Recitations begin.
- Sept. 21-22. Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students.
- Oct. 3. Wednesday—Benefactor's Day—part holiday.
- Nov. 11. Sunday—Armistice Day—part holiday—Public exercises.
- Nov. 14-17. Wednesday, Thursday, Friday and Saturday—Mid-semester examinations.
- Nov. 29. Thursday—Thanksgiving Day—A holiday.
- Dec. 11. Tuesday—Duke University Day.
- Dec. 20. Thursday, 1 P.M.—Christmas recess begins.

1929

- |      |        |   |
|------|--------|---|
| Jan. | 3.     | Thursday, 8:30 A.M.—Instruction is resumed.                                 |
| Jan. | 21.    | Monday—Mid-year examinations begin.   |
| Jan. | 31.    | Thursday—Last day for matriculation for second semester.                    |
| Feb. | 1.     | Friday—Second semester begins.  |
| Feb. | 1.     | Friday—Last day for submitting subjects for graduating orations.            |
| Feb. | 22.    | Friday—Washington's birthday—Civic Celebration—a holiday.                   |
| Mar. | 25-28. | Monday, Tuesday, Wednesday, and Thursday—Mid-semester examinations.         |
| Mar. | 28.    | Thursday, 4 P.M.—Easter recess begins.                                      |
| Apr. | 2.     | Tuesday, 8:30 A.M.—Instruction is resumed.                                  |
| Apr. | 2.     | Tuesday—Last day for submitting orations for Wiley Gray Contest.            |
| May  | 1.     | Wednesday—Last day for selection of courses for ensuing year.               |
| May  | 23.    | Thursday—Final examinations begin.  |
| June | 2.     | Sunday—President's address to graduating class.                             |
| June | 3.     | Monday—Annual meeting of the Board of Trustees.                             |
| June | 3.     | Monday evening—Graduating orations.   |
| June | 4.     | Tuesday morning—Commencement sermon.  |
| June | 4.     | Tuesday afternoon—Alumni address—meeting of Alumni Association.             |
| June | 4.     | Tuesday evening—Alumni exercises.   |
| June | 5.     | Wednesday morning—Commencement address; graduating exercises.               |
| June | 5.     | Wednesday afternoon at sunset—Lowering of the Flag by the Graduating Class. |

# 1928

JANUARY							APRIL							JULY							OCTOBER											
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# 1929

JANUARY							APRIL							JULY							OCTOBER															
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\* Deceased.

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University of Illinois, 1923-4.

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A.B., A.M., Trinity (Conn.); University of Strassburg, 1906-7; University  
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*William Howell Pegram Professor of Chemistry,*

B.S., College of the City of New York; A.M., Ph.D., Columbia.

---

\* Absent on leave.

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A.B., Duke; Harvard, 1900-01; Graduate, Harvard Summer School of Physical Education and Sargent Normal School of Physical Education.

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*Ivey Professor of Christian Missions,*

A.B., Duke; A.M., Princeton; Th.B., Th.M., Princeton Theological Seminary; Edinburgh, 1919; Garrett, 1924.

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A.B., Roanoke College; A.M., Princeton; Johns Hopkins University, 1908-09; University of Pennsylvania, 1909-11.

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Syracuse, 1916-17; Springfield Y. M. C. A. College, 1918-19; Graduate in Gymnastics, Normal College, Indianapolis, Indiana.

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*Professor of German,*

Ph.B., Central Wesleyan College; Ph.M., Syracuse University; Ph.D., University of Wisconsin; University of Marburg, 1910.

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*Assistant Professor of Mathematics,*

A.B., A.M., Duke.

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*Professor of English,*

A.B., Hamilton College; A.M., Ph.D., Harvard; University of Munich, University of Vienna and University of Lausanne, 1909-1911; Sorbonne, 1913-1914.

JESSE MARVIN ORMOND,

*Professor of Biblical Literature,*

A.B., Duke; B.D., Vanderbilt.

ARTHUR MARCUS PROCTOR,

*Professor of Education,*

A.B., Duke; A.M., Columbia; Columbia, 1921-23.

ALICE MARY BALDWIN,

*Dean of Women and Assistant Professor of History,*

A.B., A.M., Cornell; Columbia, 1903-04; Ph.D., The University of Chicago.

GEORGE MERRITT ROBISON,  
*Assistant Professor of Mathematics,*  
A.B., M.A., Ph.D., Cornell.

EDWARD HUDSON YOUNG,  
*Assistant Professor of Romance Languages,*  
A.B., St. Stephens; A.M., Western Ontario; University of Pittsburgh, 1908-09;  
Sorbonne, 1909-12, 1915-16, Diplôme de l'Enseignement à Etranger.

EBER MALCOLM CARROLL,\*  
*Assistant Professor of History,*  
A.B., A.M., Ph.D., Michigan.

FREDERICK ELIPHAZ WILSON,  
*Instructor in German,*  
A.B., Oberlin; A.M., Columbia; Leipzig, 1916-17; Harvard, 1922-23.

FREDERICK EDWARD STEINHAUSER,  
*Instructor in Romance Languages,*  
A.B., A.M., The University of Chicago.

NUMA FRANCIS WILKERSON,\*  
*Instructor in Botany,*  
A.B., A.M., Duke.

PAUL NEFF GARBER,  
*Professor of Church History,*  
A.B., Bridgewater; A.M., Ph.D., University of Pennsylvania; Crozer  
Theological Seminary, 1919-21.

BENJAMIN GUY CHILDS,  
*Professor of Education,*  
A.B., A.M., University of Virginia; University of Virginia, 1920-22.

WILLIAM THOMPSON TOWE,  
*Assistant Professor of Law,*  
A.B., Duke; Duke University Law School, 1922-24.

JULIA REBECCA GROUT,  
*Assistant Director of Physical Education,*  
A.B., Mt. Holyoke; Certificate in Hygiene and Physical Education, Wellesley.

GEORGE CLIFFORD BUCHHEIT,  
*Assistant Director of Physical Education,*  
B.S. in C.E., University of Kentucky; University of Illinois Summer  
School for Coaches, 1919, 1921.

EDMUND DAVISON SOPER,  
*Dean of the School of Religion and Professor of the  
History of Religion,*  
A.B., D.D., LL.D., Dickinson; B.D., Drew Theological Seminary.

BENNETT HARVIE BRANSCOMB,  
*Professor of New Testament Language and Literature,*  
A.B., Birmingham-Southern; B.A., M.A., Oxford; Union Theological Seminary  
and Columbia University, 1922-23.

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\* Absent on leave.

RUSKIN RAYMOND ROSBOROUGH,

*Professor of Latin,*

A.M., Ph.D., University of Pennsylvania; Docteur en Philologie Classique,  
Université de Louvain.

RICHARD HARRISON SHRYOCK,

*Associate Professor of History,*

B.S., Ph.D., University of Pennsylvania.

JOHANNES SYBRANDT BUCK,

*Assistant Professor of Chemistry,*

Ph.D., Liverpool.

WILLIAM WHITFIELD ELLIOTT,

*Professor of Mathematics,*

B.A., Hampden-Sidney; M.A., University of Kentucky; Ph.D., Cornell.

CALVIN BRYCE HOOVER,

*Professor of Economics,*

A.B., Monmouth College; University of Minnesota, 1923-25; Ph.D.,  
University of Wisconsin.

WALTER JAMES SEELEY,

*Associate Professor of Electrical Engineering,*

E.E., Polytechnic Institute of Brooklyn; M.S., University of Pennsylvania.

ROBERT RENBERT WILSON,

*Associate Professor of Political Science,*

A.B., Austin College; A.M., Princeton; Ph.D., Harvard.

DEAN MOXLEY ARNOLD,

*Instructor in Mathematics,*

B.S., University of Illinois; A.M., Duke.

HERBERT JAMES HERRING,

*Instructor in Debating,*

A.B., Duke.

ARCHIBALD CURRIE JORDAN,

*Instructor in English,*

A.B., Duke; A.M., Columbia; Columbia, 1924-25.

WALTER MCKINLEY NIELSEN,

*Instructor in Physics,*

B.S., Ph.D., Minnesota.

JAMES DE HART,

*Director of Physical Education,*

Pittsburgh, 1914-17.

HIRAM EARL MYERS,

*Professor of English Bible,*

A.B., Duke; S.T.B., S.T.M., Boston University.

ARTHUR SPERRY PEARSE,

*Professor of Zoology,*

B.S., A.M., University of Nebraska; Ph.D., Harvard.

WILLIAM WALTER RANKIN, JR.,

*Professor of Mathematics,*

B.E., North Carolina State College; M.A., University of North Carolina;  
Harvard, 1914-15; Columbia, 1919-21.

J. FRED RIPPY,\*

*Professor of History,*

A.B., Southwestern; A.M., Vanderbilt; Ph.D., California.

ELBERT RUSSELL,

*Professor of Biblical Interpretation,*

A.B., A.M., Earlham; Ph.D., The University of Chicago.

CLEMENT VOLLMER,

*Professor of German,*

A.B., Heidelberg College; A.M., Ph.D., University of Pennsylvania.

JOHN WINDER CARR, JR.,

*Assistant Professor of Education,*

A.B., Duke; A.M., Ph.D., Columbia.

GYFFORD D. COLLINS,

*Assistant Professor of Physics,*

A.B., A.M., Center; Princeton, 1921-26.

F. G. HALL,

*Associate Professor of Zoology,*

A.B., Milton College; A.M., Ph.D., University of Wisconsin.

FRANKLIN P. JOHNSON,

*Assistant Professor of Greek,*

A.B., A.M., Missouri; Ph.D., Johns Hopkins.

CHARLES E. LANDON,

*Assistant Professor of Economics and Economic Geography,*

A.B., A.M., University of Kansas; Ph.D., University of Illinois.

HENRY K. MILLER,

*Assistant Professor of Chemistry,*

B.S., Princeton; Ph.D., Columbia.

FRANK KIRBY MITCHELL,

*Assistant Professor of English,*

A.B., Millsaps; A.M., Michigan; Oriel College, Oxford, 1921-24.

ERNEST WILLIAM NELSON,

*Assistant Professor of History,*

A.B., A.M., Clark; Ph.D., Cornell.

WILLIAM MAXWELL BLACKBURN,

*Instructor in English,*

A.B., Furman; B.A., Oxford.

EDWARD CAMERON,

*Assistant Director of Physical Education,*

A.B., Washington and Lee

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\* Absent on leave.

## DUKE UNIVERSITY

LEWIS PATTON,

*Instructor in English,*

A.B., Furman; Yale, 1923-26.

HELEN HASTINGS SCOTT,

*Instructor in French,*

A.B., Wellesley; Diplôme de l'Enseignement à l'Etranger, Sorbonne.

JOHN HERMAN SHIELDS,

*Instructor in Accounting,*

A.B., A.M., University of Texas; Columbia University, 1924-26.

W. E. TILSON,

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LL.B., Washington and Lee.

ALLEN HOWARD GODBEY,

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A.B., Morrisville; Ph.D., The University of Chicago.

HOWARD MARION LESOURD,

*Professor of Religious Education,*

A.B., Ohio Wesleyan; A.M., Columbia; Union Theological Seminary, 1912-16.

HAROLD CRUSIUS BIRD,

*Professor of Civil Engineering,*

Ph.B., C.E., Yale.

ELIZABETH CAMILLE GRAY,

*Assistant in Education,*

A.B., Duke.

EMILY VOSELLER,

*Assistant in Physical Education,*

Graduate of Central School of Hygiene and Physical Education, New York.

WILLIAM McDOUGALL,

*Professor of Psychology,*

M.A., Oxford University; D.Sc., Litt.D., Wittenburg.

WILBURT CORNELL DAVISON,

*Dean of the School of Medicine and Professor of Pediatrics,*A.B., Princeton; B.S. and B.Sc., M.A., Oxon; Oxford University, 1913-16;  
M.D., Johns Hopkins University.

FRANKLIN SIMPSON HICKMAN,

*Professor of Psychology of Religion,*A.B., DePauw; S.T.B., Boston University School of Theology; A.M.,  
Ph.D., Northwestern.

OSCAR BERRY DOUGLAS,

*Assistant Professor of Education,*A.B., Texas Christian University; A.M., University of Texas; University of Texas,  
1924-26; The University of Chicago, 1926-27.

MRS. MARY NORCOTT PEMBERTON,

*Hostess.*



JAY BROADUS HUBBELL,

*Professor of English,*

A.B., University of Richmond; A.M., Harvard; Ph.D., Columbia.

THADDEUS DILLIARD BRYSON,

*Professor of Law,*

Emory and Henry; University of North Carolina; University of North Carolina Law School, 1894-95.

LOUIS MARTIN SEARS,

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A.B., A.M., Ph.D., The University of Chicago.

BRADY RIMBEY JORDAN,

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SAMUEL RAYMOND SCHEALER,

*Associate Professor of Electrical Engineering,*

E.E., M.S., Lehigh University

WILLIAM BRYAN BOLICH,

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A.B., Duke; Duke University Law School, 1920-21; B.A., M.A., B.C.L., Oxford University.

SHELBY THOMAS McCLOY,

*Instructor in History,*

A.B., M.A., Davidson; B.A., B.Litt., Oxford; Union Theological Seminary, 1919-20, 1922-23; Columbia University, 1926-27.

EARL JEFFERSON HAMILTON,

*Assistant Professor of Economics,*

B.S., Mississippi A. and M. College; A.M., Harvard; Harvard, 1924-26; Research in Spanish Archive, 1926-27.

ROBERT STANLEY RANKIN,

*Assistant Professor of Political Science,*

A.B., Tusculum College; M.A., Ph.D., Princeton.

FREDERICK ADOLPHUS WOLF,

*Professor of Botany,*

A.B., A.M., University of Nebraska; Ph.D., Cornell.

GEORGE SHERMAN AVERY, JR.,

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B.S., Tulane; M.S., Dartmouth; Ph.D., University of Wisconsin.

GEORGE MacKENDRICK GREGORY,

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MRS. RUTH SLACK SMITH,

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A.B., Agnes Scott; A.M., Columbia.

LAMBERT ARMOUR SHEARS,

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JAMES FOSTER BARNES,  
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A.B., University of Richmond; A.M., Emory University.

MYRTLE PREYER BARNES,  
*Hostess.*

JOHN TATE LANNING,  
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A.B., Duke; A.M., California; California, 1924-27.

LOUISA ELLA RHINE,  
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RALPH WALDO McDONALD,  
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DWIGHT LUCIAN HOPKINS,  
*Instructor in Zoölogy,*  
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CHARLES EUGENE WARD,  
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GROVER SAMUEL MUMFORD,  
*Instructor in French,*  
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JOHN MONTGOMERY CLARKSON,  
*Instructor in Mathematics,*  
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WALTER KIRKLAND GREENE,  
*Professor of English,*  
A.B., Wofford; A.M., Vanderbilt; A.M., Ph.D., Harvard.

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*Liggett and Myers Foundation,*  
B.A., M.S., Wisconsin.

FREDERICK RANDOLPH DARKIS,  
*Industrial Research Fellow in Chemistry,*  
*Liggett and Myers Foundation,*  
B.S., M.S., Ph.D., Maryland.

EDWIN PATTERSON JONES,  
*Industrial Research Fellow in Chemistry,*  
*Liggett and Myers Foundation,*  
A.B., A.M., Duke; Ph.D., Yale.

THOMAS EDWARD POWELL,  
*Graduate Research Fellow in Zoology,*  
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B.A., Elon; M.A., University of North Carolina.

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*Fellow in Mathematics,*  
A.B., University of Georgia.

ISAAC NEWTON CARR,  
*Fellow in History,*  
A.B., A.M., Carson-Newman College; A.M., University of North Carolina.

MARY SWAN CARROLL,  
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A.B., University of Tennessee; A.M., University of Wisconsin.

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*Angier B. Duke Fellowship in English,*  
A.B., Yale; A.M., University of Texas.

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B.S., M.S., University of Oklahoma.

JAMES MAYNARD KEECH,  
*Fellow in Economics,*  
A.B., Duke.

## DUKE UNIVERSITY

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*Fellow in Physics,*  
A.B., Duke.

DONALD MILHEIM KUMRO,  
*Fellow in Chemistry,*  
B.S., University of Buffalo; M.S., University of Illinois.

RALPH WALDO McDONALD,  
*Fellow in Education,*  
A.B., Hendrix; A.M., Duke.

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A.B., Duke.

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A.B., Birmingham Southern.

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*Fellow in Physics,*  
B.S., University of Buffalo.

HENRY LAWRENCE SNUGGS,  
*Fellow in English,*  
A.B., Wake Forest.

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**HONORARY FELLOWS**

JOSEPH BANKS RHINE,  
B.S., Ph.D., University of Chicago.

LOUISA ELLA RHINE,  
B.S., Ph.D., University of Chicago.

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*Assistant in Physics,*  
A.B., Duke.

GAY WILSON ALLEN,  
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A.B., Duke.

JOHN CARTER CALE,  
*Assistant in History,*  
A.B., Furman.

FREDERICK JOHN HOLL,  
*Assistant in Zoology,*  
B.S., University of Buffalo; M.S., University of Wisconsin.

WILLIAM ALEXANDER MABRY,  
*Assistant in History,*  
A.B., Duke.

JAMES ALLEN McCAIN,  
*Assistant in English,*  
A.B., Wofford.

JEROME RIVERS McCALL,  
*Assistant in English,*  
A.B., Wofford.

SAMUEL JESSE McCOY,  
*Assistant in English,*  
A.B., Wofford.

JOSEPH CHESLEY MATHEWS,  
*Assistant in English,*  
A.B., Furman.

WALTER VOLENTINE MOFFITT,  
*Assistant in Economics,*  
B.B.A., University of Chattanooga.

LESTER BERNHARDT ORFIELD,  
*Assistant in Political Science,*  
A.B., LL.B., University of Minnesota.

DEAN WARREN RUMBOLD,  
*Assistant in Zoology,*  
B.S., University of Buffalo.

JOHN HENRY SAYLOR,  
*Assistant in Chemistry,*  
A.B., Southern Methodist University.

WARREN CANDLER SLEDD,  
*Assistant in Latin,*  
A.B., Emory, A.M., Duke.

HERBERT WILFRID SUGDEN,  
*Assistant in English,*  
A.B., Harvard.

WILLIAM EDWARD WHITFORD,  
*Assistant in Physics,*  
A.B., Duke.

SAMUEL NATHANIEL WRENN,  
*Assistant in Chemistry,*  
A.B., Duke.

---

## HOLDERS OF GRADUATE SCHOLARSHIPS

THOMAS COLEMAN CARSON,  
*Scholar in Mathematics,*  
A.B., Furman University.

WILLIAM YUANLANG CHEN,  
*Scholar in Religion,*  
A.B., A.M., Syracuse University.

## DUKE UNIVERSITY

DORIS VIRGINIA CHRISTE,  
*Scholar in English,*  
A.B., Duke.

JAMES HENRY HALL,  
*Scholar in English,*  
A.B., Davidson.

WILLIAM HAYS SIMPSON,  
*Scholar in Economics and Political Science,*  
A.B., Tusculum College.

JESSIE FLORINDA THOMPSON,  
*Scholar in History,*  
A.B., Greensboro College; A. M., Duke.

MARIE TURNIPSEED,  
*Scholar in Mathematics,*  
A.B., University of Georgia.

ROBERT HILLIARD WOODY,  
*Scholar in History,*  
Ph.D., Emory.

## OFFICERS OF THE FACULTY

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*President.*

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.,  
*Dean of the College.*

HERBERT JAMES HERRING, A.B.,  
*Assistant Dean.*

DEAN MOXLEY ARNOLD, B.S., A.M.,  
*Assistant Dean.*

SAMUEL FOX MORDECAI, LL.D.,\*  
*Dean of the School of Law.*

EDMUND DAVISON SOPER, A.B., B.D., D.D., LL.D.,  
*Dean of the School of Religion.*

WILLIAM HENRY GLASSON, Ph.B., Ph.D.,  
*Dean of the Graduate School of Arts and Sciences.*

WILBURT CORNELL DAVISON, A.B., B.S., M.A., M.D.,  
*Dean of the School of Medicine.*

ALICE MARY BALDWIN, A.B., A.M., Ph.D.,  
*Dean of Women.*

ROBERT LEE FLOWERS, A.M.,  
*Secretary.*

CHARLES EDWARD JORDAN, A.B.,  
*Assistant Secretary.*

HOLLAND HOLTON, A.B., J.D.,  
*Director of the Summer School.*

JOSEPH ANDERSON SPEED, M.D.,  
*College Physician.*

MARGARET BRADSHAW LINTON,  
*Recorder.*

JOSEPH PENN BREEDLOVE, A.B., A.M.,  
*Librarian.*

EVA EARNSHAW MALONE, A.B., B.S.,  
*Assistant Librarian in Charge of Cataloguing.*

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\* Deceased.

MARY YEULA WESCOTT, A.B., B.S.,  
*Cataloguer.*

WIXIE ELMA PARKER, A.B.,  
*Assistant in Charge of Periodicals.*

SUDIE ELIZABETH CREWS,  
*Assistant in Order Department.*

LAWRENCE QUINCY MUMFORD, A.B.,  
*Assistant in Charge of Circulation.*

JAMES ELBRIDGE COLTRANE, A.B.,  
*Assistant in Circulation Department.*

REBECCA ASHFORD HERRING, A.B.,  
*Cataloguer.*

LUCY GAY COOKE, A.B.,  
*Cataloguer.*

MILDRED FLORENCE MYERS, A.B.,  
*Cataloguer.*

BENJAMIN EDWARD POWELL, A.B.,  
*Assistant in Circulation Department.*

MARY ALLENE RAMAGE, A.B.,  
*Cataloguer.*

ETTA BEALE GRANT, A.B.,  
*Assistant in Charge of Accessions.*

MARGUERITE RUSSELL, A.B.,  
*Assistant in Cataloguing Department.*



## HISTORY AND GOVERNMENT

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In the year 1838 the citizens of a rural community in the northwest section of Randolph County, North Carolina, established a school with Rev. Brantley York as principal. In 1839 this school was enlarged and named Union Institute; in 1841 it was incorporated by the following enactment of the Legislature of North Carolina.

*An Act to Incorporate Union Institute Academy:\**

Be it enacted by the General Assembly of the State of North Carolina, and it is hereby enacted by the authority of the same, That Nathan Hunt, Joseph Mendenhall, Joseph Johnson, Lewis Leach, Jabez Leach, Martin W. Leach, and Ahi Robbins, and their successors, are hereby constituted a body corporate and politic to be known and distinguished by the name and style of the Trustees of the Union Institute Academy, and by that name shall have succession, and shall be able and capable in law to have, receive and possess, lands and tenements, goods and chattels, acquired by gift or otherwise, and use and apply the same according to the will of the donor, or dispose of the same when not forbidden by the terms of the gift. They may sue and be sued, plead and be impleaded in any Court of Justice, and shall have power to fill vacancies in their body, which may occur by death, resignation, or otherwise, establish such laws and regulations for the government of said Institution as they may deem necessary, not inconsistent with the laws of this State, and do and perform all such acts and things as are incident to, and usually exercised for, bodies politic, for the accomplishment of the object contemplated.

Ratified the 12th day of January, 1841.

In the year 1842 Braxton Craven became principal of the school. The growth and development of the school caused the trustees to plan to put it in direct relation to the educational needs of the public schools of the State. Application was made to the Legislature of North Carolina for a new charter, and on January 28, 1851, Union Institute Academy was incorporated as Normal College by the following enactment:

*An Act to Incorporate Union Institute, in Randolph County, a Normal College:\**

SECTION 1. Be it enacted by the General Assembly of the State of North Carolina, and it is hereby enacted by the authority of the same,

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\* Laws of North Carolina, 1840-1843.

\* Laws of 1850-1851, chapter 20, page 56.

That the present Trustees of "Union Institute," to-wit: M. W. Leach, Ahi Robbins, Joseph Johnson, James Leach, and C. M. Hines; together with Rev. B. Craven, of said Institute; Hon. A. H. Sheppard, of Salem; John A. Gilmer, Esq., of Greensboro; Col. Samuel Hargrave, of Lexington; J. L. Blackmer, Esq., of Salisbury; Rev. S. A. Andrews, of Greensboro; Dr. S. G. Coffin, of Jamestown; H. B. Elliott, Esq., of Randolph; J. W. Thomas, Esq., of Davidson; John B. Troy, of Randolph; J. P. H. Russ, of Randolph; Eli Russell, of Montgomery, and Gen. J. M. Leach, of Lexington; and their successors be, and they are hereby declared, a body politic and corporate, to be known and distinguished by the name and style of the "Normal College," and by that name shall have a perpetual succession, and a common seal, and be able and capable, in law, of holding lands, tenements and chattels, sufficient for the uses and purposes of said College, and of suing and being sued, and of pleading and being impleaded.

SEC. 2. Be it further enacted, That said Trustees shall have power to fix the time of holding the annual and other meetings, and to prescribe the manner in which vacancies in their body may be filled, five Trustees being a quorum to do business.

SEC. 3. Be it further enacted, That the said College shall be under the supervision, management and government of a President and such other persons as said Trustees may appoint; the said President, with the advice of the other persons so appointed, shall from time to time make all needful rules and regulations for the internal government of said College, and fix the number and compensation of teachers to be employed therein, to prescribe the preliminary examinations and the terms and conditions on which pupils shall be received and instructed, and the number of pupils to be received from the respective counties.

SEC. 4. Be it further enacted, That said Trustees shall have power to make such rules, regulations and by-laws, not inconsistent with the Constitution of the United States and of this State, as may be necessary for the good government of said College, and the management of the property and funds of the same.

SEC. 5. Be it further enacted, That when any pupil shall have sustained a satisfactory examination on the studies, or course of studies, prescribed by the Faculty and Trustees of said College, such person shall be deemed qualified to teach common schools and may receive a certificate, signed by the President and at least seven Trustees, which certificate shall be sufficient evidence of ability to teach in any of the common schools in this State, without any reëxamination of the county committees; and where county certificates are now required before paying out the public funds, the certificate of the Normal College shall answer in lieu thereof.

SEC. 6. Be it further enacted, That the whole College course shall be divided into four classes or degrees, styled first, second, third and fourth, and students shall be ranked accordingly.

SEC. 7. Be it further enacted, That all pupils entering said College shall first sign a declaration, in a book to be kept by the President for that purpose, as follows: "We, the subscribers, hereby declare that it is our intention to devote ourselves to the business of teaching common schools in the State of North Carolina, and that our sole object in resorting to

this Normal College is the better to prepare ourselves for that important duty," which declaration it shall be the duty of the President to explain to the pupils before they sign the same.

Ratified 28th January, 1851.

On November 21, 1852, the Legislature ratified the following amendment to the charter of 1851 :

*An Act to Amend an Act, Entitled "An Act to Incorporate Union Institute, in Randolph County, Normal College":\**

SECTION 1. Be it enacted by the General Assembly of the State of North Carolina, and it is hereby enacted by the authority of the same, That J. C. Dobbin, John A. Gilmer, W. H. Washington, A. H. Sheppard, H. B. Elliott, J. M. Leach, Joseph Johnson, S. G. Coffin, A. S. Andrews, Joseph B. Cherry, N. W. Woodfin, B. Craven, James Leach, Calvin Graves, Ahi Robbins, John B. Troy, Robert Strange, John W. Thomas, Samuel Hargrave, J. P. H. Russ, M. W. Leach, W. L. Steele, R. M. Saunders, W. B. Lane, G. W. Caldwell, C. H. Wiley, Jabez Leach, John A. Lillington, J. T. Morehead, Thales McDonald, R. C. Puryear, S. P. Hill, Alexander Gray, James M. Garrett, and Edward Ogburn and their successors be, and they are hereby declared, a body politic and corporate, to be known and distinguished by the name and style of "The Trustees of Normal College," and by that name and style shall have a perpetual succession and a common seal, and be able and capable in law of holding lands, tenements and chattels for the uses and purposes of said College; and of suing and being sued, and of pleading and being impleaded.

SEC. 2. Be it further enacted, That the Governor of the State shall be *ex-officio* President of the Board of Trustees, and that the common school superintendent, should such an officer exist, shall be *ex-officio* Secretary of the Board, and that all vacancies in the Board shall be filled by a majority of the Trustees of said College.

SEC. 3. Be it further enacted, That the Trustees shall have power to fix the time of holding their annual and other meetings, of appointing a President and Professors for said College, of appointing an Executive Committee, to consist of seven members, which committee shall control the internal regulations of said College, and fix all salaries and emoluments, and of doing all other things necessary for an institution of learning not inconsistent with the laws of this State and of the United States.

SEC. 4. Be it further enacted, That the Faculty and seven or more Trustees shall have power to grant certificates, which shall exempt the bearer from examination by county committees throughout the State; and where certificates are now or may hereafter be required before paying out the public funds a certificate from Normal College shall answer in lieu thereof; they shall also have power to grant such degrees and marks of honor as are given by Colleges and Universities generally.

SEC. 5. Be it further enacted, That the Secretary of the Board of Trustees shall, within ten days after the meeting of each [Legislature]

\* Laws of 1852-1853, chapter 88, page 161.

make a full report of the condition and operations of said Normal College, and the general character of Normal instruction; also, the condition and progress of Normal schools generally, together with all other information deemed important in the education of teachers, giving also the names and residences of all who have been authorized to teach.

SEC. 6. Be it further enacted, That the President and Directors of the literary fund are hereby directed to loan to the Trustees of Normal College, the sum of ten thousand dollars out of any moneys not otherwise appropriated, at six per cent interest, to be paid semi-annually, upon said Trustees giving bond and good security for the same.

SEC. 7. Be it further enacted, That all acts and laws coming within the meaning and purview of this act be, and the same are, hereby repealed.

Read three times and ratified in General Assembly this the 21st day of November, A. D. 1852.

The amended charter authorized the Institution to confer degrees, and the first class, numbering two students, was graduated on July 28, 1853, with the degree of bachelor of arts.

In the year of 1853-1854 a larger building was erected by means of money lent by the State of North Carolina under the authority granted in the amended charter. In November, 1856, the Trustees of Normal College authorized President Craven to propose to the North Carolina Conference of the Methodist Episcopal Church, South, that the institution be placed under the ownership and control of that body. The Conference passed the following resolution:

1. That the Conference authorize and request the Board of Trustees of Normal College to raise by donations twenty thousand dollars.
2. That all lands and property belonging to the College be conveyed to the Board of Trustees in trust for the North Carolina Conference.
3. That the Conference fill all vacancies in the Board.
4. That the Conference appoint a visiting committee, which committee shall have equal power with the Board as to the internal regulations and operations of the College.

Within the following two years the trustees arranged to meet all the conditions stipulated; the North Carolina Conference of the Methodist Episcopal Church, South, in consequence, became invested with the complete ownership and control of the College.

On February 16, 1859, the charter was amended and the name of the institution changed to Trinity College by the following enactment of the Legislature of North Carolina:

*An Act to Amend the Charter of Normal College:\**

SECTION 1. Be it enacted by the General Assembly of the State of North Carolina and it is hereby enacted by the authority of the same. That the corporation established by an act passed in 1852, and known by the style and title of the "Trustees of Normal College," be and the same is hereby changed to Trinity College; and said corporation shall henceforth, by the name and style of Trinity College, hold and use all the authority, privileges, possessions and liabilities it had under the former title and name.

SEC. 2. Be it further enacted, That the estate, real and personal, received and controlled by the Trustees of Trinity College, shall be for the uses and purposes of a literary institution for the North Carolina Conference of the Methodist Episcopal Church, South.

SEC. 3. Be it further enacted, That all vacancies in the Board of Trustees shall be filled by said North Carolina Conference: *Provided, however,* That no person shall be elected a trustee till he has first been recommended by a majority of the Trustees present at a regular meeting; and the Trustee shall have power to remove any member of their body who may remove beyond the boundaries of the State, or who may refuse or neglect to discharge the duties of a Trustee.

SEC. 4. Be it further enacted, That the Faculty and Trustees shall have the power of conferring such degrees and marks of honor as are conferred by colleges and universities generally; and that five Trustees shall be a quorum to transact business.

SEC. 5. Be it further enacted, That no person shall keep, maintain, or have at Trinity College, or within two miles thereof, any tippling-house establishment, or place for the sale of wine, cordials, spirituous or malt liquors; nor shall any person in the State, without a written permission from the Faculty, sell, or offer to sell, give or deliver to any student of Trinity College, or to any other person, any wine, cordials, spirituous or malt liquors for the purpose of being used, or with a knowledge that the same will be used at said College, or within two miles thereof, by any student.

SEC. 6. Be it further enacted, That no person shall set up, keep or maintain at Trinity College, (or) within two miles thereof, any public billiard table, or other table of any kind at which games of chance or skill, by whatever name called, may be played; and that no person, without written permission from the Faculty, shall within the same limits exhibit any theatrical, sleight-of-hand, natural or artificial curiosities, or any concert, serenade, or performance in music, singing or dancing.

SEC. 7. Be it further enacted, That sections second, fourth and fifth of the charter passed in 1852, are hereby repealed, and that all acts and laws coming within the meaning and purview of this present act are hereby repealed.

Ratified the.....day of.....1859.

\* Laws of 1858-1859, chapter 85, page 81.

During the Civil War the College shared the common fate of southern colleges. President Craven resigned in 1863, and Professor William T. Gannaway was elected his successor. In October, 1865, Dr. Craven was reelected to the presidency; however, the work of the College, which had been suspended in April of that year, was not resumed till January, 1866. Dr. Craven remained president of the College till his death, November 7, 1882. Professor William Howell Pegram was then elected chairman of the Faculty. He served till the close of the academic year, June, 1883.

The Reverend Marquis L. Wood, D.D., was elected president in 1883; he resigned in December, 1884, when Professor John F. Heitman was elected chairman of the Faculty. Dr. John Franklin Crowell was chosen president of the College in April, 1887.

President Crowell conceived the idea of enlarging the scope of college work and of removing Trinity College to a city. The Board of Trustees on May 7, 1889, passed the following resolutions:

*Resolved* (1). That after mature and prayerful consideration, we believe it best for the interest of Methodism in North Carolina, and the cause of God, to move Trinity College to some prominent center within this State: *Provided*, There shall be tendered to this Board a proper guarantee of a suitable site, with buildings on it, of at least equal value, and as well suited for the uses of the College as those on the present site.

*Resolved* (2). That a committee of five be appointed to carry out the true intent of the above resolution, and report to the next annual meeting of the Board of Trustees.

At a meeting of the Trustees held in Greensboro, N. C., November 30, 1889, the following resolutions were adopted:

*Resolved* (1). That the Board of Trustees of Trinity College accept the offer of the citizens of Raleigh to erect a college building on the site designated, said building to be according to the plans and specifications mentioned in their offer.

*Resolved* (2). That we recommend the N. C. Annual Conference of the M. E. Church, South, to authorize the removal of Trinity College in accordance with the above and former resolutions passed by this Board.

*Resolved* (3). That the grounds and buildings now owned and used at Trinity College be held by the same Board of Trustees to be used as an academical department to prepare students for the college classes.

In accordance with these resolutions, through Dr. Crowell, the Conference was asked at its session in Greensboro, Decem-

ber, 1889, to grant permission to remove the College to the City of Raleigh. The Conference took the following action :

*Resolved*, That the Board of Trustees of Trinity College be and is hereby authorized and directed to move Trinity College to the city of Raleigh, when the citizens of said city shall have erected on the site designated and known as the Boylan lot, the building proposed and agreed to be built by them ; Provided, That before said college is moved, as aforesaid, there shall be made, executed and delivered to said Trustees a good and sufficient deed in fee simple with proper covenants of warranty and seizin, conveying the lot and site designated to said Trustees and their successors in office, for the use and benefit of the North Carolina Conference, Methodist Episcopal Church, South, as it now exists, and for the use and the benefit of such Conferences, as may be hereafter created by the Methodist Episcopal Church, South, out of any territory within the State of North Carolina.

Sometime after this action of the Conference, the citizens of Durham, N. C., made a proposition to the Trustees to locate the College in Durham, and this proposition was accepted. On January 21, 1891, the Legislature of North Carolina issued the following charter :

#### AN ACT TO AMEND THE CHARTER OF TRINITY COLLEGE

*The General Assembly of North Carolina do enact:*

SECTION 1. That the Trustees of Trinity College are authorized and empowered to remove the operations and exercises of said College, and to locate the buildings deemed necessary by them for the purpose of the College, at or near the town of Durham, North Carolina. They may, if they so elect, establish and maintain in connection with said College institutions of primary and intermediate education at the present site of the College in Randolph County, and at such other points as they may now or hereafter determine, for the purpose of preparing students for admission to a collegiate course. The management of such auxiliary and subordinate high schools and academies shall be vested in the said Board of Trustees, who are authorized to make by-laws and regulations for them, as well as for the College proper.

SEC. 2. That the Trustees of Trinity College are authorized to receive and hold by gift, devise or purchase, property, real and personal, to be held for the use of said College and its dependent schools, or for the use of either or both (as may be designated in the conveyance or will), to a value not exceeding in the aggregate sum of three millions of dollars.

SEC. 3. That the Trustees shall be thirty-six in number, of whom twelve shall be elected by the North Carolina Conference of M. E. Church, South, twelve by the W. N. C. Conference of said church, and twelve by graduates of said College. The term of office of Trustees shall be six years, and they shall be so arranged that four Trustees shall be elected by

each Conference and four by the graduates every two years. The Trustees shall regulate by by-laws the manner of election of the Trustees to be chosen by the graduates. Should there exist a vacancy by death, resignation, or otherwise, of any Trustees, the same shall be filled for the unexpired term by the Board of Trustees. The terms of the Trustees now in office shall expire January first, one thousand eight hundred and ninety-two. At the first election held under this amendment to the Charter, the body of graduates and each of the Conferences shall respectively elect four Trustees for the term of two years; in like manner each of said constituencies shall elect four Trustees for the term of four years, and in like manner each shall elect four Trustees for the term of six years.

SEC. 4. That all laws and parts of laws, or of the Charter heretofore granted, which are in conflict with this act, are hereby repealed.

SEC. 5. That this act shall be in force from and after its ratification and acceptance by the Board of Trustees.

In September, 1892, the College opened its first session in the new plant located at Durham. The plant then consisted of the Washington Duke Building, the Inn, the Crowell Science Building, and seven residences. In May, 1894, Dr. Crowell resigned the presidency of the College, and on August 1, 1894, the Reverend John Carlisle Kilgo, D.D., was elected his successor. In May, 1897, the Trustees authorized the admission of women as students to all departments of the College. In 1898 Trinity Park School was established, and buildings for its use were erected. The Mary Duke Building was completed in the same year. In 1899 the Angier Duke Gymnasium and the Craven Memorial Hall were erected, and the Crowell Science Building was remodeled and equipped. In 1900 the president's house and another residence were erected. In 1901-1902 the library building and Alspaugh Hall were erected, and the central heating-plant was installed.

On account of the fact that the fundamental laws under which the College was managed were contained in an original charter and in several amendments, it was deemed best by the Board of Trustees, in June, 1902, to appoint a committee to make an application to the Legislature for a new charter, which should unify and harmonize the provisions of the existing legislation; on February 28, 1903, the Legislature of North Carolina enacted the following charter:



## AN ACT TO INCORPORATE TRINITY COLLEGE\*

*The General Assembly of North Carolina do enact:*

SECTION 1. That A. P. Tyler, J. H. Southgate, B. N. Duke, G. A. Oglesby, V. Ballard, J. A. Long, J. F. Bruton, J. N. Cole, F. A. Bishop, J. G. Brown, C. W. Toms, J. W. Alspaugh, W. R. Odell, J. A. Gray, F. Stikeleather, Kope Elias, S. B. Turrentine, P. H. Hanes, T. F. Marr, G. W. Flowers, M. A. Smith, R. H. Parker, W. J. Montgomery, F. M. Simmons, O. W. Carr, R. A. Mayer, N. M. Journey, Dred Peacock, B. B. Nicholson, W. G. Bradshaw, E. T. White, T. N. Ivey, J. B. Hurley, R. L. Durham, W. C. Wilson, and their associates and successors shall be, and continue as they have been, a body politic and corporate under the name and style of "Trinity College," and under such name and style are hereby invested with all the property and rights of property which now belong to the said corporation, and said corporation shall henceforth, by the name and style of "Trinity College," hold and use all the authority, privileges, and possessions it had or exercised under any former title and name and be subject to all recognized legal liabilities and obligations now outstanding against said corporation.

SEC. 2. That such corporation is authorized to receive and hold by gift, devise, purchase or otherwise, property, real and personal, to be held for the use of said College, and its dependent schools or for the use of either or both (as may be designated in the conveyance or will) to a value not exceeding in the aggregate sum three millions of dollars.†

SEC. 3. That the Trustees shall be thirty-six in number, of whom twelve shall be elected by the North Carolina Conference of the M. E. Church, South; twelve by the W. N. C. Conference of the said church; and twelve by the graduates of said College; *Provided, however,* That no person shall be elected a Trustee till he has first been recommended by a majority of the Trustees present at a regular meeting; and the Trustees shall have power to remove any member of their body who may remove beyond the boundary of the State or who may refuse or neglect to discharge the duties of a Trustee. The term of office of Trustees shall be six years, and they shall be so arranged that four Trustees shall be elected by each Conference and four by the graduates every two years. The Trustees shall regulate by by-laws the manner of election of the Trustees to be chosen by the graduates. Should there exist a vacancy by death, resignation, or otherwise of any Trustee, the same shall be filled for the unexpired term by the Board of Trustees. That the present Trustees shall continue and remain in office during the term for which they have been heretofore respectively elected.

SEC. 4. That the said corporation shall be under the supervision, management, and government of a president and such other persons as said Trustees may appoint; the said president, with the advice of the other persons so appointed, shall from time to time make all needful rules and regulations for the internal government of said College and prescribe the

\* Chapter 177, Private Laws, 1903. For the charter as amended in 1924 see below.

† For amendment to Sec. 2, see below at the end of this chapter.

preliminary examinations and the terms and conditions on which pupils shall be received and instructed.

SEC. 5. That said Trustees shall have power to make such rules, regulations, and by-laws not inconsistent with the Constitution of the United States and of this State, as may be necessary for the good government of said College and the management of the property and funds of the same.

SEC. 6. That the Trustees shall have power to fix the time of holding their annual and other meetings, to elect a president and professors for said College, to appoint an executive committee to consist of seven members, which committee shall control the internal regulations of said College and fix all salaries and emoluments, and to do all other things necessary for an institution of learning not inconsistent with the laws of this State and of the United States.

SEC. 7. That the Faculty and Trustees shall have the power of conferring such degrees and marks of honor as are conferred by colleges and universities generally; and that five Trustees shall be a quorum to transact business.

SEC. 8. That all laws and parts of laws or of the charter heretofore granted which are in conflict with this act are hereby repealed.

SEC. 9. That this act shall be in force from and after its ratification and acceptance by the Board of Trustees.

AN ACT TO AMEND CHAPTER ONE HUNDRED AND SEVENTY-SEVEN OF THE PRIVATE LAWS OF ONE THOUSAND NINE HUNDRED AND THREE, CHARTER OF TRINITY COLLEGE BY STRIKING OUT LIMITATIONS OF THE AMOUNT OF PROPERTY SAID COLLEGE MAY HOLD\*

*The General Assembly of North Carolina do enact:*

SECTION 1. That section two of chapter one hundred and seventy-seven of the Private Laws of one thousand nine hundred and three be and the same hereby is amended by striking out all of that section after the parenthesis therein.

SEC. 2. That this act shall be in force from and after its ratification. Ratified this the 19th day of January, 1911.

Having been elected a bishop of the Methodist Episcopal Church, South, Dr. Kilgo resigned the presidency of the College in June, 1910. Dr. William Preston Few was elected to succeed him and was formally inaugurated November 9, 1910.

The West Duke Building was completed and occupied January 10, 1911. The Washington Duke Building, erected in 1892, was destroyed by fire January 4, 1911, and the East Duke Building, occupying the site of the old Washington Duke Building, was completed in March, 1912.

\* Chapter 45, Private Laws, 1911.

In August, 1911, and in October, 1912, two new dormitories, called respectively Aycock Hall and Jarvis Hall, were completed.

During the summer of 1914 the Inn was remodeled and completely renovated.

In the spring of 1915 the athletic field on the western part of the campus was enclosed with a brick wall and provided with a grand stand, bleachers, and cinder running-tracks.

In 1915-16 the entire campus was enclosed with a rubble stone wall.

The James H. Southgate Memorial Building was erected in 1921, and it was occupied by women students of the College on its opening in September of that year.

In 1922 the Trinity Park School was discontinued as a preparatory school, and its buildings were appropriated for the use of the College.

In 1922-23 the Alumni Memorial Gymnasium was erected.

In December, 1924, Mr. James B. Duke placed securities valued at \$40,000,000 in a trust fund to be administered for educational and charitable purposes. The trustees of this fund were directed to spend not to exceed \$6,000,000 from the corpus of the trust in acquiring lands and erecting buildings for the establishment in North Carolina of an institution to be known as Duke University. It was further provided that Duke University should receive annually for its corporate purposes thirty-two per cent. of the income of the trust fund remaining after twenty per cent. has been first set aside to increase the amount of the trust from forty to eighty million dollars. Mr. Duke further directed that should the Trustees of Trinity College so elect the new Duke University might be built about Trinity College as its College of Liberal Arts. On December 29, 1924, the Trustees voted unanimously to accept the terms of the indenture of trust, and in accordance with this action, and upon due application by the President and Secretary of the Board December 30, 1924, the Secretary of State, Hon. W. N. Everett authorized the change in the charter. In accepting the terms of the indenture the Board of Trustees of Trinity College adopted and made public the following statement:

We have had before us full official information concerning Mr. James B. Duke's great gift for charitable and educational purposes. We have

found that the Fund carries provision for Duke University to be established in North Carolina and holds the generous offer that this University may be built at Trinity College with Trinity as its college of liberal arts. We have found that the University is to be developed according to plans that are perfectly in line with our hopes for the expansion of this historic College, and almost exactly in line with plans submitted by President Few to this Board at its meeting in October, 1924, and approved by the Board on the one condition that sufficient funds could be made available for carrying out these plans. We have therefore gratefully accepted the opportunity made possible by Mr. Duke, not only for a greater College but also for increased service to the State and the Nation through graduate and professional schools that will be built up around the College.

And we have taken every necessary step to change the corporate name of the institution to Duke University and to give the corporation perpetual existence. We have not found it necessary or even desirable to make any other change in the charter. With this exception the expanded institution will be operated under the same charter Trinity College has been operating under, with the same Board of Trustees, and the same provision for the election of their successors. The control of Duke University and all its relations to its constituency will remain identical with the control and relations to constituency that Trinity College has had.

There are four Trinity Colleges and already one Trinity University in the United States. A great educational foundation such as Mr. Duke is setting up deserves to have a distinctive name of its own rather than to be one of five with the same name, however honored and noble that name may be. Since, then, a new corporate name is necessary, we are happy to give the University the name of a family that has long been known for its service to education. The late Washington Duke was the first man to contribute largely to the financial support of Trinity, and his son, Mr. Benjamin N. Duke, for thirty years has been a tower of strength in support of all the causes of the College. Duke University will be, as Mr. James B. Duke wishes it to be, a fitting memorial to his father and family. It will also be an enduring monument to himself.

The indenture which creates Duke University provides also for hospitals, for orphans, for rural churches and their support, for worn-out preachers, as well as for the higher education of white and colored youth, and it is a peculiar satisfaction to us to have this institution associated in this way with these undertakings for the promotion of the physical, intellectual, and moral well-being of men.

There is much satisfaction to us also in the circumstance that the income of the University will be derived in large part from the Duke Power Company, a hydro-electric development which has meant so much to the material progress of the State and which is itself a great piece of far-sighted philanthropy.

At the heart of every American university is a four-year college of arts and sciences. Trinity has been a separate college of this sort. It remains as it has always been,—both the name and the thing,—except that henceforth it will be a college around which is built up a complete university organization. In addition to this College of Arts and Sciences the

University will include a Coördinate College for Women, a Law School, a School of Religious Training, a School for Training Teachers, a School of Business Administration, a Graduate School of Arts and Sciences, and, as sufficient funds are available, a Medical School and an Engineering School.

The University in all its departments will be concerned about excellence rather than size; it will aim at quality rather than numbers, quality of those who teach and quality of those who learn. It will inevitably strive to provide leadership in advancing the bounds of human knowledge. But it will also have care to serve conditions as they actually exist. And it will be for the use of all the people of the State and Section without regard to creed, class, or party, and for those elsewhere who may seek to avail themselves of the opportunities it has to offer.

The institution has already had three distinct stages in its development. It began, in 1838, as Union Institute; in 1851 it became Normal College; and since 1859 it has been Trinity College. It has not always occupied its present site; it had existed for more than fifty years before its removal to Durham. But through all this outward change it has kept one soul; it has been guided by the same controlling faiths. Now it changes again to meet new responsibilities and to rise to new opportunities. In the new investiture as in the old, we doubt not, it will be dedicated to sound ideas and disciplined in the hard services of humanity.

Under the new name and style the charter of Duke University is as follows:

"Section 1. That A. P. Tyler, J. H. Southgate, B. N. Duke, G. A. Oglesby, V. Ballard, J. A. Long, J. F. Bruton, J. N. Cole, F. A. Bishop, J. G. Brown, C. W. Toms, J. W. Alspaugh, W. R. Odell, J. A. Gray, F. Stikeleather, Kope Elias, S. B. Turrentine, P. H. Hanes, T. F. Marr, G. W. Flowers, M. A. Smith, R. H. Parker, W. J. Montgomery, F. M. Simmons, O. W. Carr, R. A. Mayer, N. M. Journey, Dred Peacock, B. B. Nicholson, W. G. Bradshaw, E. T. White, T. N. Ivey, J. B. Hurley, R. L. Durham, W. C. Wilson, and their associates and successors shall be, and continue as they have been, a body politic and corporate under the name and style of DUKE UNIVERSITY, and under such name and style shall have perpetual existence and are hereby invested with all the property and rights of property which now belong to the said corporation, and said corporation shall henceforth and perpetually, by the name and style of DUKE UNIVERSITY, hold and use all the authority, privileges, and possessions it had or exercised under any former title and name, and be subject to all recognized legal liabilities and obligations now outstanding against said corporation.

Sec. 2. That such corporation is authorized to receive and hold by gift, devise, purchase or otherwise, property, real and personal, to be held for the use of said University and its dependent schools or for the use of either or both (as may be designated in the conveyance or will).

Sec. 3. That the Trustees shall be thirty-six in number, of whom twelve shall be elected by the North Carolina Conference of the M. E.

Church, South; twelve by the W. N. C. Conference of the said church; and twelve by the graduates of said University; *Provided, however,* That no person shall be elected a Trustee till he has first been recommended by a majority of the Trustees present at a regular meeting; and the Trustees shall have power to remove any member of their body who may remove beyond the boundary of the State or who may refuse or neglect to discharge the duties of a Trustee. The term of office of Trustees shall be six years, and they shall be so arranged that four Trustees shall be elected by each Conference and four by the graduates every two years. The Trustees shall regulate by by-laws the manner of election of the Trustees to be chosen by the graduates. Should there exist a vacancy by death, resignation, or otherwise of any Trustee, the same shall be filled for the unexpired term by the Board of Trustees. That the present Trustees shall continue and remain in office during the term for which they have been heretofore respectively elected.

Sec. 4. That the said corporation shall be under the supervision, management and government of a president and such other persons as said Trustees may appoint; the said president, with the advice of the other persons so appointed, shall from time to time make all needful rules and regulations for the internal government of said University and prescribe the preliminary examinations and the terms and conditions on which pupils shall be received and instructed.

Sec. 5. That said Trustees shall have power to make such rules, regulations, and by-laws not inconsistent with the Constitution of the United States and of this State, as may be necessary for the good government of said University and the management of the property and funds of the same.

Sec. 6. That the Trustees shall have power to fix the time of holding their annual and other meetings, to elect a president and professors for said University, to appoint an executive committee to consist of seven members, which committee shall control the internal regulations of said University and fix all salaries and emoluments, and to do all other things necessary for an institution of learning not inconsistent with the laws of this State and of the United States.

Sec. 7. That the Faculty and Trustees shall have the power of conferring such degrees and marks of honor as are conferred by colleges and universities generally; and that five Trustees shall be a quorum to transact business.

Sec. 8. That all laws and parts of laws or of the charter heretofore granted which are in conflict with this act are hereby repealed.

Sec. 9. That this act shall be in force from and after its ratification and acceptance by the Board of Trustees."

On his death, October 10, 1925, Mr. James B. Duke bequeathed to the Duke Endowment for the use of Duke University seven million dollars to be used for buildings on lands recently acquired to the southwest of the old campus; four million dollars to be used in building and equipping a medical

school, hospital, and nurses' home; six million dollars, to be added to the endowment of the University; and ten per cent. of his residuary estate, to be added to the productive funds of the University.

The Board of Trustees has adopted the following constitution and by-laws for the University:

## CONSTITUTION AND BY-LAWS

### ARTICLE I

#### AIMS OF THE UNIVERSITY

The aims of Duke University are to assert a faith in the eternal union of knowledge and religion set forth in the teachings and character of Jesus Christ, the son of God; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a Christian love of freedom and truth; to promote a sincere spirit of tolerance; to discourage all partisan and sectarian strife; and to render the largest permanent service to the individual, the state, the nation, and the church. Unto these ends shall the affairs of this University always be administered.

### ARTICLE II

#### BOARD OF TRUSTEES

The Board of Trustees is the corporate body of Duke University. This board elects its own officers, the president of the University, members of the Faculty, and, from its members, an executive committee; it passes upon all recommendations for academic degrees and distinctions of honor, nominates all members to fill vacancies arising from any cause in the Board, fixes the time and place of its regular meetings, and performs all other duties defined for it by the charter of the University.

The officers of the Board of Trustees shall be a president, a vice-president, and a recording secretary. These officers shall be elected annually at the regular meeting of the Board.

#### PRESIDENT

The president of the Board shall call to order, and preside at, all the meetings of the Board, shall sign all legal documents of the University, shall call extraordinary meetings of the Board when, in his judgment, such meetings may be necessary, and, as its legal head, shall represent the Board at the public meetings of the University. He is *ex-officio* member of the Executive Committee.

#### VICE-PRESIDENT

The vice-president of the Board of Trustees, in the absence of the president, shall call to order, and preside over, the meetings of the Board, but shall not perform any of the other duties of the president unless ordered to do so by the Board.

## RECORDING SECRETARY

The recording secretary shall take and record the minutes of all the meetings of the Board, do the correspondence of the Board, and shall be the custodian of the records and other documents that may belong to the Board.

## ARTICLE III

## EXECUTIVE COMMITTEE

The Executive Committee shall consist of seven members, elected annually by the Board of Trustees from their members, unless otherwise provided for in the charter of the University. Its officers shall be a chairman and a secretary. It shall fix all salaries and emoluments, have immediate oversight of the administration of the University and exercise all rights set forth in the charter of the University. It shall elect its own officers.

## CHAIRMAN

The chairman shall preside, when present, over the meetings of the Committee, and shall have authority to call a meeting of the Committee at any time and place he may deem wise or necessary.

## SECRETARY

The secretary of the Committee shall take and record all the minutes of the meetings, do the correspondence of the Committee, and be custodian of all its records and other documents.

## REPORTS TO THE BOARD

The Executive Committee, through its chairman, shall make annually to the Board of Trustees a report of its work in order that the Board of Trustees may be informed of all the administration of the University.

## ARTICLE IV

## OFFICERS OF THE UNIVERSITY

The officers of the University shall be a president, a treasurer, a dean of the College and such other deans as may be needed, a registrar, and a secretary who is also secretary of the faculty. Whenever it may seem wise two of these offices may be held by one man. These officers shall be elected annually by the Board.

## PRESIDENT OF THE UNIVERSITY

The president of the University shall call, and preside at, all the meetings of the Faculty, shall see that the laws and regulations of the Board affecting the administration and work of the University are carried out, shall appoint all committees of the Faculty and shall have direction of the discipline and work of the University. He shall have the authority to veto any action of the Faculty, when, in his judgment, such action is not in harmony with the aims and laws of the University and of the Board, or when he may deem such action as unwise. However, in every instance he shall submit to the Faculty in writing his reasons for setting aside their



action, and the secretary of the Faculty shall record his reasons in the record-book of the Faculty. The president shall make an annual report to the Board of the work, conditions, and needs of the University, and of other matters that may be of concern to it or to the cause of higher education. He shall nominate all members of the Faculty, and as the head of the Faculty, shall represent them at all public meetings of the University unless otherwise ordered by the Board. He is *ex-officio* member of the Executive Committee.

#### DEAN OF THE COLLEGE

The dean of the College shall have oversight of the studies and conduct of the students of the College and shall be vice-chairman of the Faculty.

#### SECRETARY

The secretary shall act as secretary of the Faculty of the University, and shall keep a faithful record of their meetings. He shall also keep the records of grades and standing of students and, under the regulations of the University, shall send out to those entitled to them reports of students' grades and standing. He shall have charge of all official correspondence of the Faculty and such other correspondence as pertains to prospective students and information concerning courses of study, expenses, etc. And he shall superintend the advertisement of the University in papers and magazines, and, in the absence of the president, he shall be responsible for the business administration of the University. He shall advise the president of all his acts, which acts shall always be subject to the approval of the president.

#### TREASURER

The treasurer has the custody of all the property of the University; that is, he has the primary responsibility for all collections and disbursements, for all securities and financial records, and for the care of the entire physical plant. He is required to make monthly reports to the Executive Committee and annual reports to the Trustees concerning his accounts and the property in his charge. It shall be the duty of the treasurer to nominate to the Trustees or the Executive Committee an assistant treasurer and other assistants in sufficient number to do well the duties of his office. All officers entrusted with property belonging to the University are required to keep records of the same, and these records are at all times subject to the inspection of the treasurer. The treasurer and his assistants shall be required to give bond, joint or several, in an amount not less than \$50,000, for the faithful performance of their duties. The treasurer shall be secretary of the Executive Committee and of the Board of Trustees.

#### FACULTY

The Faculty of the University shall be composed of all professors, assistant professors, adjunct professors, and instructors elected by the Board or the Executive Committee. They shall have the right to enact such regulations as they may deem necessary to carry on the instruction of the University, advance its standard of work, and otherwise develop the scholarly aims of the University. They shall recommend to the Board

such persons as they deem fit to receive academic degrees or other marks of academic distinction. However, at all times the action of the Faculty shall be subject to the approval of the president of the University.

#### ARTICLE V

The constitution and by-laws may be amended at any regular meeting of the Board of Trustees by the affirmative vote of two-thirds of the full membership of the Board.

Article IV of the foregoing by-laws has been amended so as to provide for the election of three vice-presidents to have supervision of the work of the University in the divisions of business, education, and student life; the duties of these officers have not yet been formulated in all of their details.

#### ELECTION OF FACULTY AND OFFICERS

The members of the Faculty and the officers of the University are elected in accordance with the resolution passed by the Board of Trustees on June 4, 1906: "That officers and teachers may be elected for terms of one, two, three, or four years and that, after six years' service, officers and teachers with the rank of professor may be elected without time-limit to serve at the will of the Board of Trustees."

#### CAMPUS AND BUILDINGS

The old Duke University campus, consisting of one hundred and eight and a half acres, is situated on Main Street in the western part of the city of Durham. It has been laid out in drives and walks, enclosed with a stone wall, and otherwise improved. This campus was donated to Trinity College by General Julian S. Carr and Mr. Benjamin N. Duke, of Durham, N. C., and Mr. James B. Duke, of New York. In 1926 Mr. James B. Duke donated to the University approximately five thousand acres of land to the southwest of the old campus, on which new units of the University will be erected.

#### THE WASHINGTON DUKE BUILDING

The original Washington Duke Building, built in 1892 and named in honor of Mr. Washington Duke, who donated the

money with which it was erected, was destroyed by fire January 4, 1911. This structure has been replaced by a group of buildings consisting of two wings. The West Wing contains, besides offices and other rooms, nineteen lecture-rooms; it is used for classroom work. The East Wing contains the offices of administration, halls for the literary societies, rooms for the Young Men's Christian Association, a large assembly-room, reception-halls, and additional lecture-rooms and offices.

The money for the erection of both wings of this building was given by Mr. Benjamin N. Duke.

#### THE CROWELL SCIENCE BUILDING

This building was constructed in 1891 through the beneficence of Dr. John Franklin Crowell, president of Trinity College, 1887-1897, in memory of his first wife, who died during his presidency of the College.

During the summer of 1899, through the generosity of Mr. Benjamin N. Duke, this building was remodeled and furnished with suitable apparatus. Here are located the departments of Chemistry and Biology and Geology.

#### THE CRAVEN MEMORIAL HALL

This auditorium, the gift of the alumni and friends of the College, was built in 1898 in honor of Braxton Craven, the first president. It is used for chapel exercises, public lectures, and commencement occasions.

#### AYCOCK HALL

Aycock Hall, completed in 1911, is constructed of white pressed brick and Indiana limestone and is roofed with green tile to harmonize with the architecture of the buildings in the Washington Duke group. This dormitory, three stories high exclusive of the basement, is built in five separate sections, which are divided by solid fire-walls extending from the ground to the roof. Each section has shower-baths, and each floor, on which there are four rooms, has its own lavatory. The building accommodates one hundred and twenty students, twenty-four in each section.

**JARVIS HALL**

Jarvis Hall, completed in 1912, is a duplicate of Aycock Hall in its architecture and the material of its construction; the interior arrangements are slightly different. This dormitory is the gift of Mr. James B. Duke.

**EPWORTH BUILDING**

During the summer of 1914, Epworth Building, which was built and equipped in 1892, was remodeled and completely renovated. It is now a two-story dormitory of four sections and contains forty-five rooms.

**THE JAMES H. SOUTHGATE MEMORIAL BUILDING**

The James H. Southgate Memorial Building, completed in 1921, is a gift of the citizens of Durham, North Carolina, as a memorial of James H. Southgate, of Durham, who died September 29, 1916, and who for many years was President of the Board of Trustees of Trinity College. This building is for the use of the young women students. It is constructed of white pressed brick and is roofed with green tile. It is three stories high and has a frontage of one hundred and eighty-one feet, with two wings of one hundred and twenty-four feet in length. The first floor contains parlors, recitation-rooms, offices, assembly-hall, dining-room, and kitchen. In addition to the dormitory rooms on the second and third floors, it contains an infirmary and a Y. W. C. A. hall. The building is fireproof throughout and is equipped with all conveniences. It accommodates one hundred and forty students. Recitations for the young women of the freshman and sophomore classes are conducted in this building.

**ALUMNI MEMORIAL GYMNASIUM**

The Alumni Memorial Gymnasium, erected by the alumni and friends of the College in honor of the Trinity men who died in the service of the World War, was erected in the years 1922-1923. The basement of the building contains a boxing and wrestling room, an equipment room, two large rooms for use by visiting teams, locker space for twelve hundred lockers, a

special massage room, a varsity team room, and a large shower-room, leading to the swimming-pool. The ground floor contains a large lobby, which serves as a trophy room, offices for the director, an equipment room, and the main gymnasium floor eighty-eight by a hundred feet. There is an entrance from the main floor to a separate balcony overlooking the swimming-pool. The second floor contains committee rooms and a large balcony, which serves also as an indoor running-track, overlooking the main floor. Space is provided for the regulation court for basket-ball and for accommodation of two thousand spectators at the games.

#### **ASBURY BUILDING**

The Asbury Building, erected in 1898, was given by Mr. B. N. Duke. It is a three-story building of faced brick, trimmed with granite, and covered with slate. It contains offices and recitation rooms, which were used by the Trinity Park School until its discontinuance in 1922. In the summer of 1923 this building was renovated, and it now contains the laboratories and class-rooms of the departments of Physics and Engineering.

#### **BIVINS HALL**

Bivins Hall is a brick dormitory erected during the summer and fall of 1905 through the generosity of Mr. B. N. Duke. It was named in honor of Joseph F. Bivins, a member of the class of 1895 and the first headmaster of Trinity Park School. There are four suites, each affording a study, a bed-room, a water closet, and clothes closet.

#### **BRANSON HALL**

Branson Hall was built in 1899, and was given by Mr. B. N. Duke. It accommodates sixty men.

#### **PAVILION**

In 1902 a granite pavilion, the gift of Mrs. James Edward Stagg, was erected on the campus near the main entrance. This structure, octagonal in shape and roofed with copper, is provided with a number of seats.

### THE NEW BUILDINGS ON THE OLD CAMPUS

In July, 1925, work was begun on the first unit of buildings in the new program of expansion. This unit consists of an auditorium, a science building, a library, a union, a class-room building, an apartment building, and five dormitories. All buildings in this new group are in Georgian style of architecture, constructed of Baltimore brick and trimmed with Vermont marble. They are all fully fireproof in every respect.

The new Science Building, which has a total of four floors, counting the basement, embodies in services and equipment the latest inventions and improvements.

The new Library Building furnishes, in the best modern stacks, room for several thousand volumes, and the five reading-rooms and study-rooms offer every possible attraction and comfort for the student.

The new Classroom Building contains twenty class-rooms and twenty offices for the instructors.

Each of the five new Dormitories has eighty-one students' rooms and houses one hundred and sixty-two students.

The Union Building is to be the center of all social activities: besides containing two large student dining rooms, this building has a faculty dining-room, a guests' dining-room, two lounge rooms, offices for the manager and his staff, service-rooms, and rooms for every organization and activity; here will be found the barber shop, and headquarters of all publications and student organizations.

The Auditorium Building will serve for all chapel exercises, public lectures, and commencement occasions.

The Apartment Building contains eighteen suites ranging in size from two to four rooms and ten apartments; all of these have been divided for the accommodation of members of the Faculty.

### REMOVAL OF OLD BUILDINGS

The construction of the eleven new buildings and the plans for developing the present campus made necessary the removal of Alsop Hall, the old Library, and Craven Memorial Hall.

## DUKE ENDOWMENT

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In December, 1924, Mr. James B. Duke placed securities valued at \$40,000,000 in a trust fund to be administered by a board of trustees for educational and charitable purposes in the states of North and South Carolina. The indenture of trust provided for the establishment in North Carolina of an institution of learning to be known as Duke University. Mr. Duke directed that not exceeding six million dollars of the corpus of the trust should be used for the acquisition of lands and the erection of buildings for the purposes of the University. Further provision was made that Duke University should receive annually for its corporate purposes thirty-two per cent of the income of the trust remaining after twenty per cent of the income had first been set aside to increase the trust fund from forty million to eighty million dollars. Mr. Duke also directed that in case the Trustees of Trinity College should decide to amend their charter and expand Trinity into an institution under the name of Duke University, the College at Durham should be the beneficiary of the provisions above stated. On December 29, 1924, the Trustees of Trinity College voted unanimously to accept the terms of the indenture of trust, and on December 30 the legal formalities were completed under which Trinity College became Duke University. On his death, October 10, 1925, Mr. Duke bequeathed to the Duke Endowment for Duke University seven million dollars for new buildings, four million for a medical school, hospital, and nurses' home, six million for endowment and ten per cent of his residuary estate.





## OTHER DONATIONS AND ENDOWMENT

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### DONATIONS OF MR. WASHINGTON DUKE

Mr. Washington Duke donated to Trinity College, December 5, 1896, the sum of \$100,000 as a permanent endowment fund. This gift was made on condition that young women be given all the privileges granted to young men as students of Trinity College. Besides this donation, Mr. Duke had previously given \$150,000 to the College for the erection of buildings.

At commencement, June, 1898, he donated \$100,000 to be added to the endowment fund. This increased the fund to \$229,000, of which \$200,000 was donated by Mr. Duke.

On October 5, 1900, he gave to the endowment fund of the College \$100,000, making his donations to this fund \$300,000.

On Benefactor's Day, October 3, 1901, he donated \$30,000 to purchase heating and electric-plants for the College.

### DONATIONS OF MR. BENJAMIN N. DUKE

During the year 1898-1899 Mr. Benjamin N. Duke donated \$40,000, which was expended by the authorities in grading down hills, constructing athletic grounds and driveways, remodeling buildings, erecting a gymnasium, and increasing apparatus and other equipment.

On Commencement Day in 1899 he gave \$50,000 to the general fund of the College.

On Benefactor's Day, October 3, 1901, he gave to the College the sum of \$30,000 for the erection and furnishing of a dormitory.

During the year 1901-1902 he gave \$3,500 for improvements on the campus.

For the current expenses of the College during the years 1901-1913 he gave \$156,500.

In 1910-1911 he gave \$150,000 for the erection of buildings and the grading of the new athletic field.

In 1911 he donated, together with his brother, Mr. James B. Duke, twenty-seven and one-half acres of land adjoining the campus on the west.

In 1913 he donated, together with his brother, Mr. James B. Duke, \$800,000 to the permanent endowment fund of the College.

In 1915 and 1916 he gave money for a stone wall around the entire campus and for extensive improvements in driveways and walks.

In 1916 he gave \$5,000 to establish the John McTyeire Flowers Lectureship.

In 1919 he gave \$12,000 to be applied to the current expenses.

In 1920 he gave \$10,000 to be applied to the current expenses.

In 1920 he gave \$100,000 as a part of the sum raised to erect the James H. Southgate Memorial Building.

In 1921 he gave \$10,000 for current expenses; in the same year he and his family gave \$10,000 to the endowment fund.

In 1922 he gave \$33,696 to the endowment fund.

In 1923 he and his family gave \$30,000 for current expenses.

In 1924 he and his family gave \$40,000 for current expenses.

#### **ANGIER B. DUKE MEMORIAL STUDENT LOAN FUND**

The Angier B. Duke Memorial Student Loan Fund was established by Mr. Benjamin N. Duke and members of his family in honor of his son, Angier B. Duke, a graduate of Duke University. It is provided that each year there shall be available five scholarships—one worth \$1,000.00 to be awarded as a graduate scholarship, and four for undergraduates worth \$250.00 each. The remainder of the income from the fund is loaned to students.

#### **JULIAN S. CARR ENDOWMENT FUND**

In 1887 Colonel Julian S. Carr, of Durham, gave \$10,000 to the endowment fund. This amount was applied to the Chair of Philosophy, which was named in honor of Mr. Carr.

### AVERA SCHOOL OF BIBLICAL LITERATURE

The Avera School of Biblical Literature was established in 1897 in honor of the late Mr. W. H. Avera by his wife, who donated \$2,500 for this purpose. The income from this amount is used to equip the Department of Biblical Literature with maps, charts, and other necessary fixtures and to purchase such books as are necessary for the study of the Bible. The collection of books on Biblical literature in the library is being increased each year. Friends of the College have made frequent donations of books to this collection.

### DONATIONS OF MR. JAMES B. DUKE

The library building, which was erected in 1902, was given by Mr. James B. Duke. On its completion he gave \$10,000 for furniture for the building and an additional \$10,000 for the purchase of books.

For the current expenses of the College during the years 1904-1913 Mr. Duke gave \$58,500.

In June 1911, he donated \$50,000 for the erection of Jarvis Hall, and also, together with his brother, Mr. Benjamin N. Duke, twenty-seven and one-half acres of land adjoining the campus on the west.

In 1913 he donated, together with his brother, Mr. Benjamin N. Duke, \$800,000 to the permanent endowment fund of the College.

In 1914 Mr. Duke presented to the College through Bishop Kilgo an impressive bronze statue, "The Sower," by the sculptor St. Walther, which is placed in front of Craven Memorial Hall.

In 1916 he gave \$10,000 for landscape work on the campus.

In 1920 he gave \$100,000 to be used for current expenses over a period of five years.

In 1922 he gave \$1,000,000 for the endowment fund and \$25,000 for the Alumni Memorial Gymnasium.

### DONATIONS OF THE GENERAL EDUCATION BOARD

In 1913 the General Education Board gave \$150,000 to the permanent endowment fund of the College.

In 1920 the General Education Board gave \$15,000 to be applied to the current expenses.

In 1921 the General Education Board gave \$15,000 for current expenses.

In 1922 the General Education Board gave \$10,000 for current expenses.

In 1923 the General Education Board gave \$300,000 to the permanent endowment fund.

#### **THE RESULT OF THE ENDOWMENT CAMPAIGN**

At Commencement in June, 1913, public announcement was made by the President that the movement to raise funds for an increase in the resources of the College inaugurated by President John C. Kilgo before his resignation had resulted in contributions, in addition to the \$800,000 for endowment and \$200,000 for building given by Messrs. Benjamin N. and James B. Duke and the \$150,000 given by the General Education Board, to the amount of \$268,146.89, making a total of \$1,418,146.89, of which \$321,811.77 was for material equipment and \$1,096,335.12 for the permanent endowment fund.

#### **DONATIONS OF MR. ANGIER B. DUKE**

In 1921 Mr. Angier B. Duke, a son of Mr. B. N. Duke and a graduate of the College, gave \$10,000 to be applied to current expenses.

In 1922 he gave \$10,000 for current expenses and, together with his sister, Mrs. Mary Duke Biddle, gave \$25,000 for the Alumni Memorial Gymnasium.

In 1923 he gave \$10,000 to the general fund of the College. At his death in 1923 he bequeathed \$250,000 to be added to the permanent endowment fund.

#### **DONATIONS OF MRS. MARY DUKE BIDDLE**

In 1922 Mrs. Mary Duke Biddle together with her brother, Mr. Angier B. Duke, gave \$25,000 for the Alumni Memorial Gymnasium.

#### **DONATIONS OF MRS. JAMES E. STAGG**

On Benefactor's Day, October 3, 1901, Mrs. James Edward Stagg, a granddaughter of Mr. Washington Duke, donated money for the erection of a pavilion on the campus.

**DONATIONS OF MISS ANNE RONEY**

The fountain which stands in front of the East Wing of the Washington Duke Building was given by Miss Anne Roney of Durham. Miss Roney contributed the money for the development of the plot in which the fountain stands and for additions to its ornamentation. This plot is beautified with flowers and shrubbery and is known as the Anne Roney Garden.

In 1902 Miss Roney gave one thousand dollars for the purchase of books for the Shakespeare Collection.

**WASHINGTON DUKE MEMORIAL STATUE**

The Washington Duke Memorial Statue, executed in 1908 in heroic size by Valentine, was purchased for the College by friends and admirers of Mr. Duke. This statue occupies a place in the center of the plaza in front of the Washington Duke group of buildings.

**DONATIONS OF DR. AND MRS. DRED PEACOCK**

In 1903, Dr. and Mrs. Dred Peacock, of High Point, N. C., gave to the Library, 7,049 volumes. These volumes constitute what is known as the Ethel Carr Peacock Collection. The donors have since added numerous volumes to their original gift.

**DONATIONS OF MR. JAMES A. LONG**

In 1907 Mr. James Anderson Long, of Roxboro, N. C., gave money for the purchase of several hundred volumes on economics and political science. They form the J. A. Long Collection.

**DONATIONS OF THE NORTH CAROLINA AND WESTERN  
NORTH CAROLINA CONFERENCES**

The North Carolina and Western North Carolina Conferences of the Methodist Episcopal Church, South, have established and maintained two chairs each in the Department of Religion.

**DONATION OF MRS. T. J. JARVIS**

In 1916 Mrs. T. J. Jarvis, of Greenville, N. C., gave an oil portrait of her husband, the late Honorable Thomas J. Jarvis. This portrait hangs in the Library.

**GENERAL ALUMNI FUND**

In June, 1922, the Alumni Council and the General Alumni Association authorized the raising of a General Alumni Fund to be expended under the joint supervision of the executive committee of the Alumni Council and the Board of Trustees of the College. This fund is in the form of annual contributions in amounts fixed by the contributors. A considerable annual income from this source is already assured from the subscriptions that have been made.

**DONATION OF MR. C. S. VANN**

In 1922 Mr. C. S. Vann, of Franklinton, North Carolina, gave \$10,000 to the General Alumni Fund.

**THE JOHN M. WEBB LIBRARY COLLECTION**

The library of the late John M. Webb, of Bell Buckle, Tennessee, containing several thousand volumes, has been given to the College and is maintained as a separate collection. The books came in 1917 as a gift from Mrs. Webb in memory of her husband, who was for many years one of the principals of the Webb School in Tennessee.

**THE A. M. SHIPP COLLECTION**

In 1921 Miss Susie V. Shipp donated to the Library the books collected by her father, the late Albert Micajah Shipp, formerly professor in the University of North Carolina and Vanderbilt University and President of Wofford College. These books form the A. M. Shipp Collection.

**THE WILLIAM FRANCIS GILL LIBRARY**

The private library of Professor William Francis Gill, for nineteen years professor of Latin in Trinity College, who died

on October 18, 1917, was given to the College by his father, Dr. Robert J. Gill, and his sister, Mrs. I. F. Young, of Henderson, N. C. With this as a nucleus, Professor Gill's friends and former students raised a fund to provide a permanent memorial to him in the form of a Latin collection in the College to bear his name.

#### **JAMES J. WOLFE MEMORIAL**

In 1921 the friends and former students of the late Professor James Jacob Wolfe, on the initiation of the Biology Club of the College, began the accumulation of a fund the income from which is to be used to purchase for the Library periodicals relating to biology. A little more than two hundred dollars is already paid in for this fund.

#### **JAMES H. SOUTHGATE TABLET**

A bronze memorial tablet of the late James H. Southgate, president of the Board of Trustees for nineteen years, who died September 22, 1916, was presented to the College by the National Association of Insurance Agents, of which Mr. Southgate was twice president. The tablet was unveiled with suitable memorial exercises in January, 1918, and placed in the Library.

#### **PORTRAIT OF THE REVEREND N. H. D. WILSON**

An oil painting of the Reverend N. H. D. Wilson, a former president of the Board of Trustees, was presented to the College in 1917 by his descendants. This portrait has been placed in the Library.

#### **DONATIONS OF MR. J. A. THOMAS**

A gift of \$5,000 was made in 1919 by Mr. J. A. Thomas, of Shanghai, China, to be used as a memorial to his wife, Anna Branson Thomas, who died in 1919.

In 1922 Mr. Thomas supplemented this gift with an oriental rug made specially for the memorial parlor in the James H. Southgate Building.

In 1925 Mr. Thomas donated two vases and other Oriental curios for the room.

#### **DONATION OF MR. E. B. HALSTEAD**

In 1927 Mr. E. B. Halstead, of New York City, donated \$25,000 to the B. N. Duke Endowment Fund.

**THE W. S. LEE SOUTHERN HISTORY MEMORIAL**

In 1920 Mr. W. S. Lee, Jr., of Raleigh, gave one hundred and fifty dollars to the Library for the purchase of books relating to the southern states as a memorial to his father, the late William S. Lee, of Monroe, North Carolina. The books so purchased are known as the William S. Lee Memorial.

**PORTRAIT OF THE REVEREND G. W. IVEY**

Mr. J. B. Ivey, of Charlotte, North Carolina, donated to the College in 1920 a portrait of his father, the late Reverend G. W. Ivey.

**THE LIZZIE TAYLOR WRENN MEMORIAL FUND**

In 1921, May Wrenn Morgan, of the class of 1908, wife of John Allen Morgan, of the class of 1906, donated five hundred dollars as a memorial to her sister, the annual income from which is to be used to purchase books for the Library.

**THE CHAFFIN COLLECTION**

In 1921 the grandchildren of Mr. Martin Rowan Chaffin gave to the Library for the special use of the Department of Education a collection of more than one thousand school textbooks as a memorial of their grandfather and his father, William Owen Chaffin, who first taught a North Carolina public school in 1843 in Yadkin County.

**THE G. W. FLOWERS COLLECTION**

Mr. W. W. Flowers, of New York City, has donated to the Library a number of valuable books toward the establishment of a memorial collection in honor of his father, the late Colonel G. W. Flowers, who was for a long time a trustee of the College.

**THE E. M. COLE FOUNDATION**

In 1920, Mr. E. M. Cole, of Charlotte, North Carolina, donated \$10,000, the annual income from which is used for scholarships for ministerial students.

**DONATION OF MR. C. C. DULA**

In 1927 Mr. C. C. Dula, of New York City, gave \$200,000 to the permanent endowment fund of Duke University.



**SCHOLARSHIPS**

The J. A. Cunninggim Scholarship was established in 1898 by the Reverend Jesse A. Cunninggim, D.D., a member of the North Carolina Conference, who donated one thousand dollars to the College. The income from this fund is lent to worthy young men to pay their tuition fees. When the loans are repaid to the College, they are added to the principal of the scholarship so that it will constantly increase in value. Dr. Cuninggim, at his death, bequeathed an additional sum of \$1931.37 which was added to the principal of this fund in 1908.

The J. M. Odell Loan Scholarship, worth one thousand dollars, was established by Mr. John M. Odell, of Concord, N. C.

The J. A. Odell Loan Scholarship, worth one thousand dollars, was established by Mr. James A. Odell, of Greensboro, N. C.

The George W. Watts Loan Scholarship, worth one thousand dollars, was established by Mr. George W. Watts, of Durham.

The Herbert J. Bass Loan Scholarship, worth one thousand dollars, was established in 1900 by Mr. and Mrs. Herbert J. Bass, of Durham, in memory of their son, Herbert J. Bass, Jr.

The Arthur Ellis Flowers Scholarship, worth one thousand dollars, was established in 1901 by Colonel and Mrs. George W. Flowers, of Durham, in memory of their son, Arthur Ellis Flowers.

The C. W. Toms Scholarship, worth one thousand dollars, was established in 1905 by Mr. Clinton W. Toms, of Durham.

In 1903 Mr. B. D. Heath, of Charlotte, N. C., gave to the College two thousand dollars for the establishment of two Heath Scholarships. These scholarships are awarded annually to students from Union County and each scholarship amounts to the income from one thousand dollars.

The O. G. B. McMullan Scholarship, worth one thousand dollars, was established in 1917 by the late Dr. O. G. B. McMullan, of Elizabeth City, N. C.

The C. E. Weatherby Scholarship, worth one thousand dollars, was established in 1914 by Mr. C. E. Weatherby, of Faison, N. C.

The Banks-Bradshaw Scholarship, worth one thousand dollars, was established in 1918 by Mr. W. L. Banks, of Wilson, N. C., and the Reverend M. Bradshaw, D.D., of Durham, N. C.

The Elisha Cole Scholarship, worth one thousand dollars, was founded in 1919 by his sons, Messrs. E. A. and E. M. Cole, of Charlotte, N. C.

The John T. Ring Scholarship, worth one thousand dollars, was established in 1919 by Mr. S. G. Ring and family of Kernersville, N. C., as a memorial to John T. Ring, of the class of 1916, who was killed in France.

The W. H. Moore Scholarship, worth one thousand dollars, was established in 1920 by the family of Dr. Moore.

The Mildred Williams Buchan Scholarship, worth one thousand dollars, was established in 1920 by Mr. E. R. Buchan, of Sanford, North Carolina, to be awarded annually to a young woman student of the College preparing for definite religious work.

The Edward James Parrish Scholarship, worth one thousand dollars, was established in 1921 by Mrs. E. J. Parrish, of Durham, North Carolina, as a memorial to her husband.

The Mary Newby Toms Scholarship, worth five thousand dollars, was established in 1927 by Mr. C. W. Toms of New York City as a memorial to his wife whose name the scholarship fund bears. Preference in the awarding of these scholarships is given to students of Durham and Perquimans counties.

#### LOAN FUNDS

The North Carolina Conference Loan Fund was established by action of the Conference at its session in December, 1900. The Western North Carolina Conference Loan Fund was established by direction of the Conference at its session in November of the same year. Loans are made from these funds to deserving students, on approved securities, at the legal rate of interest.

The North Carolina Conference has established a Ministerial Education Loan Fund from which loans are made to young men who expect to become ministers. This fund amounts to \$1,015.71.

In 1915 the Alumni Association gave to the College \$252.93 to be used as a loan fund.

The B. D. Heath Loan Fund, amounting to three thousand dollars, is the bequest of the late Mr. Heath. The income from this fund is to be used to aid young men students of the College in their preparation for the ministry.

A loan fund of \$1,000 was given in 1919 by Dr. John W. Neal, of Monroe, N. C., in memory of his son, John W. Neal, Jr., ex-'22, who died April 18, 1919.

Reverend G. W. Vick, '11, and wife gave in 1919 \$1,000 as a contribution to the A. D. Betts Loan Fund for the use of young preachers. Other smaller gifts have been made to this fund.

In 1920 Mrs. J. W. Vick, of Rock Hill, South Carolina, gave four hundred dollars as a beginning of the Joshua Vick Memorial Loan Fund.

In 1920 Mr. Lacy T. Edens and other members of the family decided to establish the Alexander Edens Memorial Loan Fund and made an initial donation of three hundred dollars for that purpose.

In 1922 the Reverend D. H. Tuttle established a loan fund of \$1,000 to be known as the Ella Westcott Tuttle Loan Fund.

In 1923 a friend contributed \$400 to establish a loan fund to be known as the W. O. Goode Loan Fund.

In 1923 the Reverend John C. Wooten gave \$500 as a loan fund to be known as the Mary Poage Wooten Loan Fund.

In 1923 the Grand Lodge of Masons of North Carolina gave \$1,000 to establish a loan fund.

In 1924 the Alumnae of Wake County, North Carolina, established a loan fund and contributed \$250 for the purpose.

In 1924 Mr. E. T. Belote, of Asheville, North Carolina, gave \$1,000 to establish the Bynum Belote Loan Fund in honor of his son.

The class of 1925 of the Roanoke Rapids High School has established a loan fund to be used by a graduate of this school. The amount of the fund is \$175.00.

#### ISAAC ERWIN AVERY FUND

The Isaac Erwin Avery Fund, amounting to more than one thousand dollars, was established in memorial honor of the late Isaac Erwin Avery, a former student of the College, and the income is used for the purchase of books on journalism.

#### GIFT OF MRS. GRATTAN WILLIAMS

Provision was made in the will of the late Mrs. Grattan Williams, of Castle Hayne, N. C., for a gift of \$1,000 to Trinity College.

### LIBRARY OF PROFESSOR JOHN F. HEITMAN

The library of the late Professor John F. Heitman was donated to the Library of Trinity College by Mr. and Mrs. R. B. Terry, of High Point, N. C., in behalf of themselves and other heirs of Professor Heitman.

### THE WILLIAM A. GUTHRIE COLLECTION

In January, 1922, Mr. W. B. Guthrie, of Durham, donated to the Library a collection of about sixty volumes, containing some rare books on North Carolina history, as a memorial to his father, the late William A. Guthrie.

### CLASS MEMORIALS

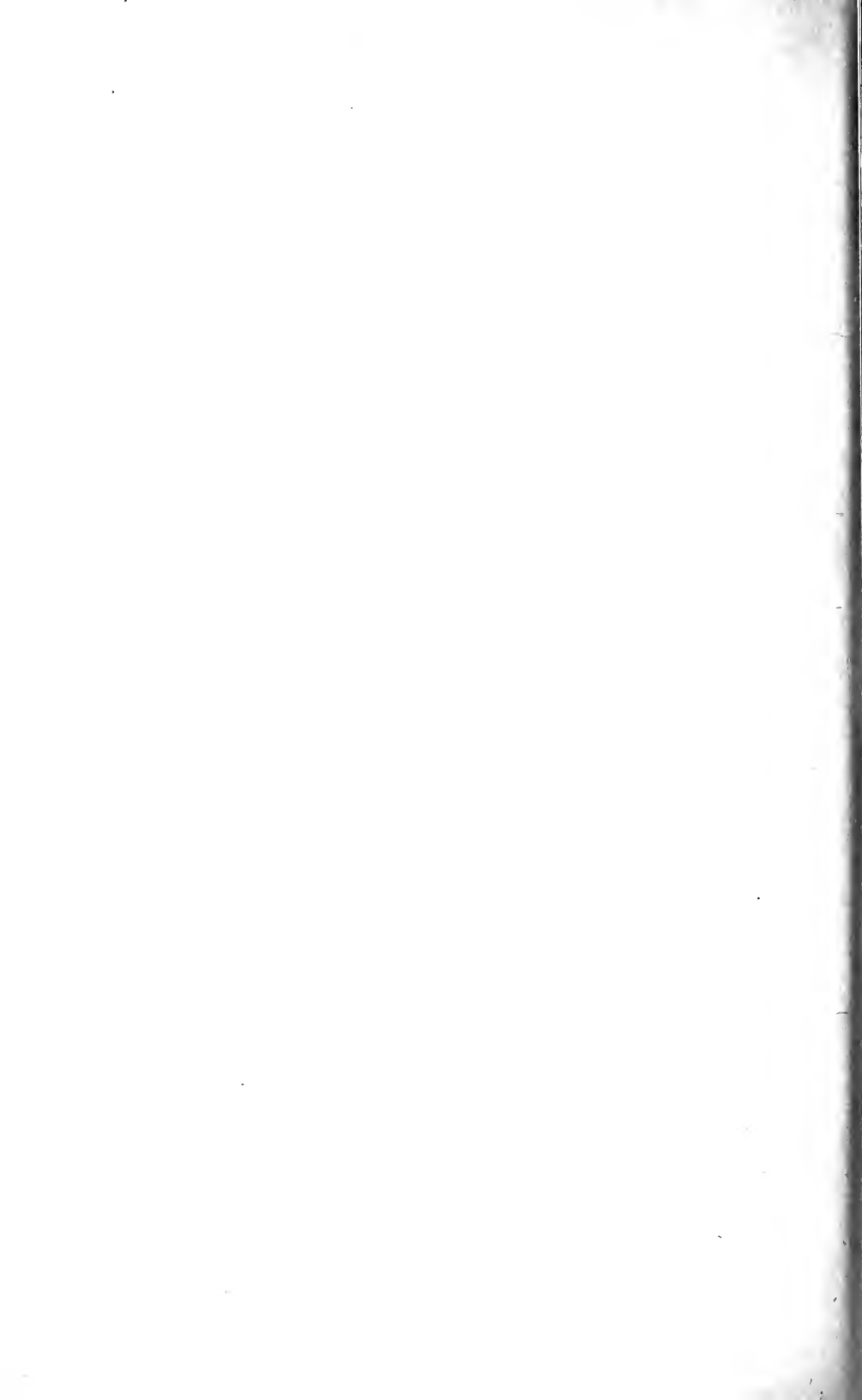
Several of the classes have raised funds which have been used in the purchase of memorial gifts to the College. The memorial of the Class of 1894 is a sun-dial, located in front of the Craven Memorial Hall. At its reunion in June, 1911, the Class of 1896 gave one thousand dollars to the endowment fund of the College. The Class of 1899 erected as its memorial a flagpole, with a granite base, a short distance south of the Craven Memorial Hall. The Class of 1900 placed in the Library a full-sized cast of Pallas Athena. The Class of 1902 placed the speaker's desk in Craven Memorial Hall. The Class of 1904 gave a full-sized cast of the Venus de Milo for the Library. The Class of 1905 erected an ornamental electric lamp in front of the Craven Memorial Hall. The Class of 1906 placed a valuable calendar-clock in the reading-room of the Library. The memorial of the Class of 1907 is a massive granite seat, which is placed in the quadrangle in front of Aycock Hall. The Class of 1909 gave one thousand dollars as the beginning of a permanent endowment fund for the Library. The Class of 1911 has provided a fund for the purchase of a bronze bulletin-board for the administration building. The Class of 1912 gave the twelve ornamental electric lamp-posts along the main driveway from the entrance to the flagpole. The Class of 1913 gave one thousand and forty dollars for the endowment of a lectureship. The Class of 1914 has raised a fund for providing ornamental electric lamp-posts along the circular driveway on the campus. The Class of 1915

contributed \$1,793.25 for the erection of the Memorial Gymnasium. The Class of 1916 has raised a fund for placing an ornamental drinking-fountain on the campus.

The Class of 1918 raised a fund of \$1,000.00 and presented it to the College to be applied to the gymnasium building fund.

The Class of 1919 contributed to the fund being raised for the erection of the Memorial Gymnasium, \$1,935.00.

The Class of 1920 contributed \$3,835.00 to the same fund. The Classes of 1921, 1922, 1923, and 1924 have contributed \$1,495.00, \$3,280.00, \$3,335.00 and \$3,960.00 respectively to this fund. The young women in the Class of 1923 also donated the stone bench placed in front of the James H. Southgate Memorial Building.



DUKE UNIVERSITY  
UNDERGRADUATE INSTRUCTION  
(TRINITY COLLEGE)

## TRINITY COLLEGE

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Trinity College, the undergraduate College of Duke University for men students, is administered according to the rules for admission, the requirements for the degree, and the other regulations contained in the Catalogue under the title, "Undergraduate Instruction."

### GENERAL STATEMENT

Duke University offers two academic degrees for undergraduate work, bachelor of arts and bachelor of science in civil and electrical engineering. Six groups of studies lead to the degree of bachelor of arts. These groups are designated by Roman numerals in the order in which they are described. For a description of these groups see the section below in this bulletin under the topic, "Groups of Studies for the Degree of Bachelor of Arts."

For a description of the groups of studies leading to the degree of bachelor of science see the section below in this bulletin under the topic, "Groups of Studies for the Degree of Bachelor of Science in Civil and Electrical Engineering."



# ADMISSION TO COLLEGE

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## GENERAL REGULATIONS

Applicants able to submit certificates of proficiency in subjects accepted for admission to the freshman class from schools whose work has been approved by the University will be admitted without examination, provided these certificates are properly made out on the regular blank provided by the University, signed by the school principal, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes.

Unless admitted on certificate, every candidate for admission will be examined on the required subjects.

Entrance examinations will be held on the dates announced in the calendar of the University for the admission of new students. All students applying for admission must appear before the Committee on Admission on Friday, September 14, or Saturday, September 15. Students residing in Durham and vicinity are urgently requested to appear before the Committee on Friday. Saturday, September 15, Monday, September 17, and Tuesday, September 18 will be devoted to the registration, sectioning, and classification of new students. New students with advanced standing from other institutions are requested to appear before the Committee on Admission Tuesday, September 18. Students who register and matriculate later than the dates named in the University calendar must pay the Treasurer five dollars for the privilege.

It is strongly recommended to parents and guardians that all applicants for admission to Duke University be successfully vaccinated against smallpox and typhoid fever before they enter.

## REQUIREMENTS FOR ADMISSION

The requirements for admission are defined in terms of units. A unit as thus used means a subject of study pursued throughout an academic year at an accredited high school with five recitations a week, the prescribed amount of work being

completed. Credit for fifteen units is required for admission to all groups.

The subjects in which credit for admission to the University may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

	UNITS		UNITS
English .....	4	Botany .....	1
Latin .....	4	Zoölogy .....	1
Greek .....	3	General Biology .....	1
German .....	3	Physical Geography .....	1
French .....	3	General Science .....	1
Spanish .....	3	Agriculture .....	2
Mathematics .....	4	Mechanical Drawing .....	2
History and Civics .....	4	Woodwork, Forging, and	
Physics .....	1	Machine Work .....	2
Chemistry .....	1	Household Economics .....	2
		Commercial Subjects .....	3

Minimum entrance credits of three units in English, one in history, three in mathematics, and four in foreign language (either all in Latin or two in each of any two of the foreign languages accepted for admission, including Latin) are required of all applicants for candidacy for the bachelor of arts degree. However, in case the fifteen units of credit for admission do not include the full requirements of foreign languages, the student is given an opportunity during his freshman year to make up the deficiency.

### DEFINITION OF REQUIREMENTS

#### HISTORY—ONE UNIT

The candidate may offer for credit one unit from any of the following subjects. The examination will be based on material similar to that included in the books suggested. In lieu of the textbooks named, candidates may be examined on material contained in any of the courses in history and civics suggested for high schools by the North Carolina Department of Public Instruction.

(a) Ancient History (one unit).

*Webster's Ancient History*, *West's Ancient World*, *Wolfson's Essentials in Ancient History*.

- (b) Medieval and Modern History (one unit).  
*Harding's New Medieval and Modern History*, *Robinson's Western Europe*, *West's Modern World*.
- (c) English History (one unit).  
*Cheyney's Short History of England*, *Coman and Kendall's History of England*, *Larson's Short History of England*, *Walker's Essentials in English History*.
- (d) American History (one unit).  
*Ashley's American History*, *Channing's A Student's History of the United States*, *Hart's Essentials of American History*, *James and Sanford's American History*, *McLaughlin's History of the American Nation*, *Muzzey's American History*.

#### ENGLISH—THREE UNITS

##### GRAMMAR AND COMPOSITION

The requirements in grammar and composition are a thorough knowledge of the essentials of English, grammar, habitual correctness in spelling, punctuation, sentence structure, paragraphing, and ability to make unified and coherent outlines and to write accurately and clearly on familiar subjects.

##### LITERATURE

The classics to be studied in preparation for college English are divided into two classes, those intended for thorough study and those intended for general reading. Preparation in the former class should cover subject-matter and the leading facts in those periods of English literary history to which the prescribed books belong; in the latter class it should consist of a general knowledge of the subject matter and of the lives of the authors. In exceptional cases an equivalent amount of reading and study in other than prescribed works will be accepted.

Special attention is called to the minimum essential program as printed in the *Manual of Study* issued by the North Carolina Department of Public Instruction.

## MATHEMATICS—THREE UNITS

1. *College Algebra*.
  - (a) To Quadratics (one unit).
  - (b) Quadratics to, and including, Progressions (one unit).
2. *Plane Geometry* (one unit).

## LATIN—TWO OR FOUR UNITS

1. *Grammar and Composition* (one unit).
2. *Four Books of Cæsar's Gallic Wars* (one unit).
3. *Six Orations of Cicero* (one unit).
4. *Six Books of Vergil's Æneid* (one unit).

The student must be able to convert simple English prose into Latin.

The Roman system of pronunciation is exclusively used in all the Latin work of the college course, and applicants for admission are expected to be well drilled in it.

## GREEK—TWO UNITS

1. *Elementary Grammar and Composition* (one unit).
2. *Xenophon's Anabasis, Books I-IV* (one unit).

## FRENCH—TWO UNITS

(1) Elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

The work in French for the first year should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises designed not only to fix in the memory the form and principles of grammar but also to cultivate readiness in casting the thought into French moulds of expression; (4) the reading of from 100 to 150 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the

English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

A selection from the following lists of texts is recommended: Fraser and Squair's *Shorter Course*; Chardenal's *Complete French Course*; Koren and Chapman's *French Reader*; Bruno's *Le Tour de la France*; Claretie's *Pierrille*; Bazin's *Contes Choisis*; Lemaitre's *Contes Extraits de Myrrha*; François' *Easy French Reading*.

During the second year the work should comprise: (1) a thorough review of the grammar work of the previous year and a study of the irregular verbs and of the uses of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose. A selection from the following lists of texts is recommended:

Buffum's *French Short Stories*; Chateaubriand's, *Atala*; Daudet's, *La belle Nivernaise*; Dumas's, *La Tulipe Noire*; Labiche et Martin's, *Le voyage de M. Perrichon*; Laboulaye's, *Contes bleus*; Malot's, *Sans famille*; Maupassant's, *Ten Short Stories*; Michelet's, *Histoire de France*; Sand's, *La mare au diable*; Sandeau's, *Mademoiselle de la Seiglière*; Daudet's, *La Petit Chose*; Loti's, *Pêcheur d'Islande*.

Teachers will find useful *The Report of the Committee of Twelve of the Modern Language Association*. Those using such grammars as are suggested above will find the following works on French pronunciation helpful: Passy's, *Sounds of the French Language*; Nitze and Wilkins's, *A Handbook of French Phonetics*; Geddes's, *French Pronunciation*. *The International French-English Dictionary* uses the same phonetic alphabet for indicating the pronunciation as the works on French pronunciation just given.

#### GERMAN—TWO UNITS

(1) Elementary grammar and at least 75 or 100 pages of approved reading; (2) elementary grammar completed and at least 150 to 200 pages of approved reading.

During the first year the work should comprise: (1) careful drill in pronunciation; (2) memorizing and frequent repeating of easy colloquial sentences; (3) drill in the rudiments of grammar, that is, in the inflection of the articles, of such nouns

as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs, also in the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations of sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in translating into German easy variations of the matter read, and also in the offhand reproductions, sometimes oral and sometimes written, of the substance of short and easy selected passages; (3) continued drill in the rudiments of grammar to the end of enabling the pupil, first, to use his knowledge with facility in the formation of sentences and, secondly, to state his knowledge correctly in the technical language of the grammar.

Stories suitable for elementary reading can be selected from the following list: Anderson's, *Märchen* and *Bilderbuch ohne Bilder*; Arnold's, *Fritz auf Ferien*; Baumbach's, *Die Nonna* and *Der Schwiegersohn*; Gerstäcker's, *Germelshausen*; Heyse's, *L'Arrabiata*, *Das Mädchen von Treppi*, and *Aufang und Ende*; Hillern's, *Höher als die Kirche*; Jensen's, *Die braune Erica*; Leander's, *Träumereien* and *Kleine Geschichten*; Seidel's *Märchen*; Stokl's, *Unter dem Christbaum*; Storm's, *Immensee* and *Geschichten aus der Tonne*; Zschokke's, *Der zerbrochene Krug*.

A good selection of reading matter for the second year would be Anderson's *Märchen* or *Bilderbuch* or Leander's *Träumereien*, to the extent of, say, forty pages; after that, such a story as Hauff's *Das kalte Herz* or Zschokke's *Der zerbrochene Krug*; then *Höher als die Kirche* or *Immensee*; next, a good story by Heyse, Baumbach, or Seidel; lastly, *Der Prozess*.

In the following books teachers will find many suggestions that will aid them in doing this work: Grandgent's *German and English Sounds*; *Methods of Teaching Modern Languages*—

*Report of the Committee of Twelve of the Modern Language Association.*

SPANISH—TWO UNITS

(1) Elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading. The work for the first year should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular and radical-changing verbs, the plural of nouns, the inflection of adjectives and pronouns; uses of *ser* and *estar*, *haber* and *tener*; the use of personal pronouns, common adverbs, prepositions and conjunctions; the order of words in the sentence and the elementary rules of syntax; (3) abundant easy exercises designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in casting the thought into Spanish moulds of expression; (4) the reading of from 100 to 150 duodecimo pages of graduated texts, with constant practice in translating into Spanish easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing Spanish from dictation.

A selection from the following list of texts is recommended: Hills and Ford's *First Spanish Course*, or Espinosa and Allen's *Elementary Spanish Grammar*; Dorado's *España Pintoresca*, Nelson's *Spanish-American Reader*, Harrison's *Spanish Commercial Reader*, Schevill's *A First Reader in Spanish*, Alarcon's *El Capitán Veneno*, Hill's and Reinhardt's *Spanish Short Stories*.

During the second year the work should comprise: (1) a thorough review of the grammar-work of the previous year and a study of the irregular verbs and of the use of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose. A selection from the following list of texts is recommended: Ibáñez's, *La Barraca*; Galdós's, *Mari-anela*; Valdés's, *José*; Valera's, *Pepita Jiménez*; Caballero's, *Un servilón y un liberalito*; Nuñez de Arce's, *El haz de leña*.

**ELECTIVE SUBJECTS FOR ENTRANCE CREDITS**

A candidate may offer additional entrance credit from the following subjects :

**ENGLISH**

Students who have completed four years of English in an approved school will receive credit for one unit in addition to the three units required for admission to the freshman class.

**HISTORY AND CIVICS**

In addition to the unit required, a candidate may present credit from the subjects which he has not offered as required entrance in history or civics.

**GREEK**

Homer's *Iliad*, I-III, with prosody and sight translation, may be offered as elective credit for one unit.

**LATIN**

One or two units of work in any of the four subjects in Latin named above under the sub-topic, "Latin," under the topic, "Definition of Requirements," may be offered for elective credit. Students presenting two units of Latin as one of the foreign languages required for entrance may present an additional elective unit in Latin.

**FRENCH**

A year's work in French done according to the method outlined above under the sub-topic, "French," under the topic, "Definition of Requirements," may be offered for an elective credit of one unit. In addition to the two years of work in French, a student may present a third year's work done in an approved manner for an elective unit.

**GERMAN**

A year's work in German done according to the method's outlined above under the sub-topic, "German," under the topic, "Definition of Requirements," may be offered for an elective credit of one unit. In addition to the two years of work in German, a student may present a third year's work done in an approved manner for an elective unit.



## SPANISH

A year's work in Spanish done according to the methods outlined above under the sub-topic, "Spanish," under the topic, "Definition of Requirements," may be offered for an elective credit of one unit. In addition to the two years of work in Spanish, a student may present a third year's work done in an approved manner for an elective unit.

## MATHEMATICS

One-half unit credit each is allowed for Solid Geometry and Plane Trigonometry.

## PHYSICS

Credit for one elective unit will be allowed for a year's work in elementary physics consisting of (1) recitations based on such texts as Cahart and Chute's, *High School Physics*; Millikan and Gale's, *First Course in Physics*, or Mann and Twiss's, *Physics*, with adequate lecture-table experiments by the instructor; (2) at least thirty experiments worked out by students individually in the laboratory, of which a neat report is made in proper form (the number of experiments performed is not so important as the quality of work done); (3) lectures and recitations on the practical application of the principles studied to the community life and to the home.

The aim should be to present a comparatively few principles in such a way that, by repetition through experiments and discussions of applications, the student has them thoroughly at his command.

## CHEMISTRY

A year's work in chemistry conducted according to the same method suggested for that in physics will be accepted for an elective unit of credit.

## BIOLOGY

An elective credit of one unit is allowed for a year's work in any of the following biological sciences:

*General Biology*.—One year's study of typical animals and plants by the laboratory method, covering the facts of morphology and physiology. Such texts as Linville and Kelley's, *Zoölogy*, and Bergen and Caldwell's, *High School Botany*, are

recommended. Candidates for admission must present neatly kept laboratory notebooks.

*Botany.*—A year's work based on such a text as Coulter's, *Plant Structures and Plant Relations*. Candidates for admission must present neatly kept notebooks.

*Zoölogy.*—A year's work based upon such a text as Pearse's, *Zoölogy* or Hegner's, *Introduction to Zoölogy*. Candidates for admission must present neatly kept notebooks.

#### MECHANICAL DRAWING

Elective credits of two units may be offered in mechanical drawing. Each year's work must be satisfactory in both quantity and quality. Drawing-books or plates must be submitted by all candidates offering this subject.

#### PHYSICAL GEOGRAPHY

The year's work in physical geography may be offered as one unit; it should be based on a modern text-book and should include an approved laboratory and field-course of at least forty exercises performed by the student.

#### AGRICULTURE AND HOUSEHOLD ECONOMICS

Maximum elective credits of two units may be offered in either Agriculture or Household Economics by graduates of approved schools in which the teaching in these subjects has met the requirements of the North Carolina Department of Public Instruction.

#### WOODWORKING, FORGING, AND MACHINE WORK

Graduates of approved schools offering thorough courses for one or two years in woodwork, forging, and machine work will be given credit of one unit for each year of such work certified by the school authorities.

#### COMMERCIAL SUBJECTS

Graduates of approved schools offering thorough instruction in such commercial subjects as bookkeeping, stenography, and commercial arithmetic may offer these subjects for credit for admission. Not more than three elective units of credit will be allowed for commercial subjects.

### GENERAL SCIENCE

A full year's work in General Science done in a high school of approved standing will be accepted for one unit of elective credit.

### SPECIAL STUDENTS

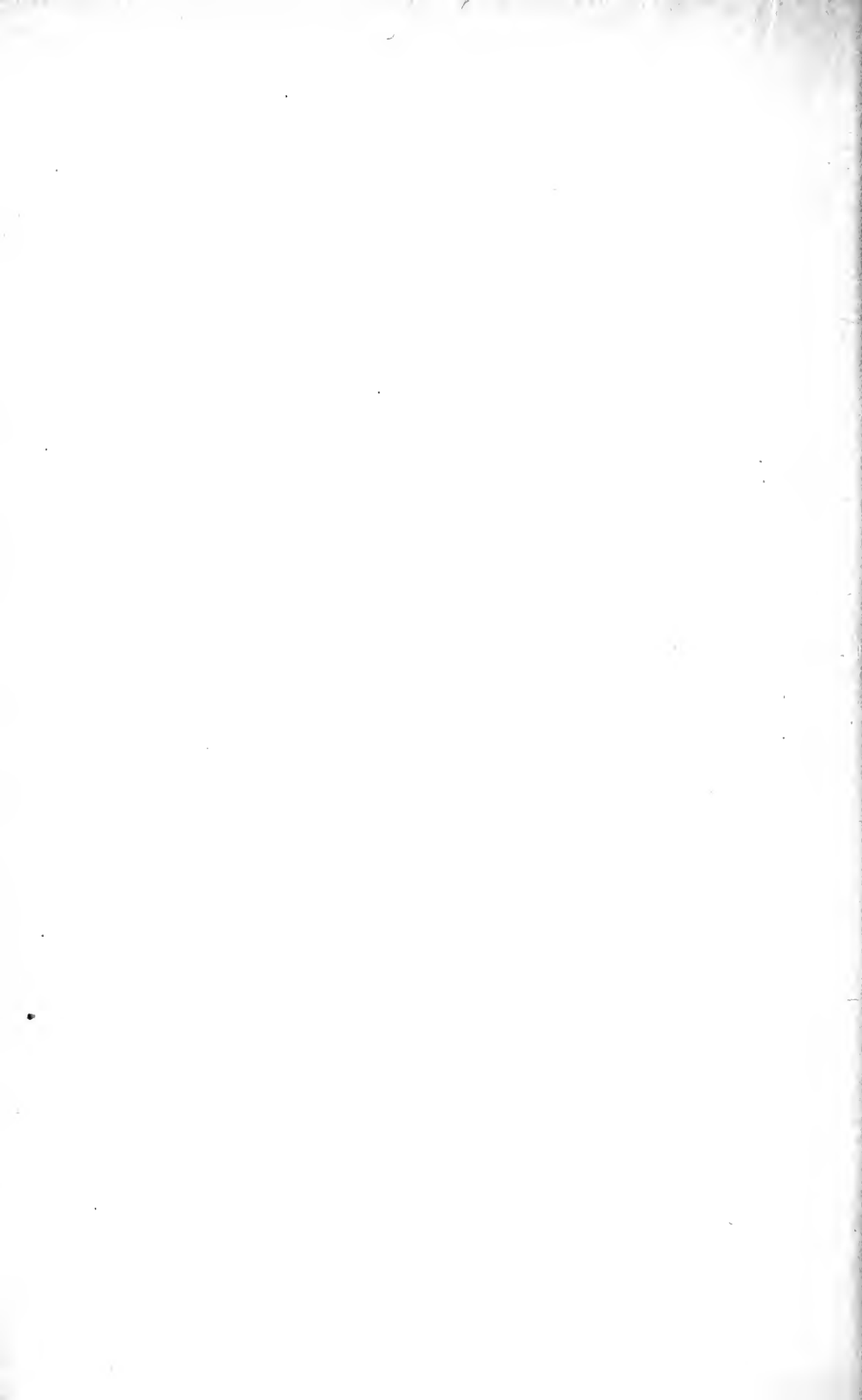
Students of mature age not fully prepared to enter the freshman class may be admitted as special students. Such students are required to pass the regular entrance examinations in the subjects they propose to take, and all are required to present for admission English, history, and mathematics. They are required also to take fifteen hours of recitation work a week.

### ACCREDITED SCHOOLS

A list of accredited schools is kept and is revised from year to year. An applicant for admission to the freshman class who brings from one of these schools a certificate properly made out and signed by the principal is given credit for the work certified and is admitted to college without examination. Blank forms for recording the work done will be sent on request. Every applicant for admission by certificate is advised to secure a blank, have it properly filled out, signed, and forwarded to the Committee on Admission as early as possible.

### ADMISSION TO ADVANCED STANDING

Applicants for admission to advanced standing in the University must present official certificates of all work done in other institutions of approved standing; otherwise they must stand written examinations on all work for which they are seeking credit. Further, a minimum of one full year in residence at Duke University with the satisfactory completion of at least thirty semester-hours of approved work is required of all candidates for the bachelor's degree.



## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

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The requirements for the degree of bachelor of arts are designed to give students such training in certain fundamental subjects as is essential for intelligent, educated citizens and at the same time to provide for them the opportunity for as wide an election as possible of courses of study interesting and practically helpful to them because congenial to vocations they plan later to pursue. The requirements for the degree are reckoned in semester-hours, a semester-hour being credit given for passing a subject pursued one hour a week through a semester. Credit for one hundred twenty-six semester-hours, exclusive of physical education, is required for the degree of bachelor of arts in all groups.

The faculty has arranged the six groups of studies given below for the guidance of students in electing the work required for graduation. A student is free to elect any group he may desire, but in each group there is a large amount of work prescribed that in the judgment of the faculty is necessary to prevent a too great scattering of the efforts of the student while giving him a well balanced course and work likely to be of special value to him in his chosen vocation. Some of the work in each group is left entirely to the choice of the student. With the approval of the Dean of the College and of the Council on Instruction, a student may at any time transfer from one group to another. In case of such a transfer, any prescribed work done in one group that is not prescribed in the other shall count as general elective credit in the group to which the transfer is made, and the student transferring shall make up as soon as possible the work prescribed in the group he has chosen.

No student is allowed to enroll in any semester for more than the equivalent of nineteen semester-hours of work, exclusive of physical education. No course-card is valid until it has the approval of the Council on Instruction and of the Dean of the College. All students, when electing courses, are urged to seek the advice of the members of the faculty in whose departments they expect to receive instruction.

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of arts in Duke University may be done in another institution of approved standing, and this course must first be approved for such credit by the head of the departments concerned and by the Dean of the College.

All classes in all groups meet in weekly conferences under the leadership of the faculty class-adviser.

## GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF ARTS

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### GROUP I

#### GENERAL

This group is based on the traditional requirements for the degree of bachelor of arts. Students who elect it are required to take twelve semester-hours of English, including six of composition and six of literature; eighteen of foreign language, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language; sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics; six of history; and elective work sufficient to complete the one hundred twenty-six semester-hours required for graduation. The eighteen semester-hours of foreign language required in this group must include two of the languages: Greek, Latin, French, German, and Spanish, and the two languages may not both be taken in the same department.

In addition to the seventy semester-hours of work already specified as required in this group, a student electing it is further required to take thirty semester-hours, (thirty-two semester-hours if an elementary science is one of the courses), in some subject chosen as a major and in other subjects specifically approved by the head of the department in which the major subject is chosen. A major may be chosen in any department in the University provided the head of the department approves it. The twenty-four or twenty-six semester-hours, as the case may be, required for graduation in addition to the seventy semester-hours of required work and the thirty or thirty-two semester-hours of major-minor work, are left as free electives. A student may take as free electives any courses in which he is interested, provided he is qualified for admission to them.

The following arrangement of work is recommended to students in this group:

*Freshman Year*

In the freshman year it is recommended that a student take six semester-hours of English; six semester-hours of mathematics; twelve semester-hours of Bible and foreign language together (that is, either six semester-hours of foreign language and six of Bible or twelve semester-hours of foreign language); and six or eight semester-hours of history or natural science (that is, six semester-hours if history is taken or eight if the student elects biology, chemistry, or physics), completing the thirty or thirty-two semester-hours required in the freshman year.

*Sophomore Year*

In the sophomore year it is recommended that a student take six semester-hours of English; foreign language to complete the eighteen semester-hours required (that is, six semester-hours if twelve were taken in the freshman year or twelve if six were taken in the freshman year. If a beginning course in foreign language is taken as part of the required work in the sophomore year, the second course required in that language comes in the junior year); six semester-hours of Bible if Bible was not taken in the freshman year; six semester-hours of history if history was not taken in the freshman year; eight semester-hours of biology, chemistry, or physics if no natural science was taken in the freshman year. The remainder of the work to complete the thirty or thirty-two semester-hours required in the sophomore year may be selected from the work required in the group but not yet taken in economics, history, biology, chemistry, or physics.

*Junior Year*

All of the required work in this group not yet taken should be completed in the junior year. Ordinarily this consists of not more than fourteen semester-hours (it may be as little as six semester-hours), and is selected from foreign language (if a beginning foreign language was taken in the sophomore year), history, Economics 1, Economics 2, biology, chemistry, or physics, to complete the work required in these subjects and not taken in the freshman and sophomore years. The eighteen to twenty-four semester-hours remaining of the thirty semester-hours of work required in the junior year are available for courses in the major subject which a student in this group is required to select and for general electives.

*Senior Year*

The thirty or more semester-hours necessary to complete the requirements for graduation and the required work in



the senior year are elected with the advice of the head of the department in which the student selects his major to complete the requirements for the major work and as the student may desire to complete the work allowed for general electives.

A student should observe the following points in arranging his work for the freshman and sophomore years in this group: (1) If he presents as many as three college entrance units in one foreign language, he has the option of continuing that language in college or of discontinuing it; if he presents only two units in any foreign language, he must continue that language in college unless granted permission to discontinue it by the Committee on Admission. He is not permitted to include more than one course of six semester-hours beginning the study of a language among the eighteen semester-hours of required language work, and that course must be followed by a second course in the same language. (2) The required work in language may not all be taken in the same department. (3) The six semester-hours of required work in Bible must be taken in either the freshman or sophomore year. (4) A student must take one of the required elementary sciences, biology, chemistry, or physics, in either the freshman or sophomore year and the second required science not later than the junior year. If he postpones his first natural science to the sophomore year, he may take history in the freshman year and must then take Economics 1 or Economics 2 in his junior year. If he takes natural science and no history in the freshman year, he must, in his sophomore year, take either history or economics and in the junior year the one not taken the year before.

## GROUP II

### BUSINESS ADMINISTRATION

This group is designed for students who enter college with the purpose of engaging in some form of business activity after graduation. The required work consists of twelve semester-hours of English, including six semester-hours of composition and six of literature; six of Bible; eight of biology, chemistry, or physics; six of history; six of mathematics; twelve of foreign language, of which not more than six semester-hours may

be a course beginning the study of a language; forty-eight of economics and political science; and six of law. Twenty-eight semester-hours are left for free electives.

The following arrangement of courses is authorized for students electing this group:

#### *Freshman Year*

In the freshman year a student electing this group must take six semester-hours of English; six semester-hours of foreign language; six semester-hours of mathematics; six semester-hours of Economics A; and six semester-hours of history or Bible or eight semester-hours of biology, chemistry, or physics, completing the thirty or thirty-two semester-hours of work required for the year.

#### *Sophomore Year*

The work in the sophomore year in this group consists of six semester-hours of English; six semester-hours of Economics I; six semester-hours of accounting (Economics 7); six semester-hours of foreign language; and six semester-hours of history or Bible or eight semester-hours of biology, chemistry, or physics, completing the thirty or thirty-two semester-hours required in this year. Before the end of the sophomore year a student in this group must have taken six semester-hours of Bible, and before the end of the junior year he must have taken six semester-hours of history and eight semester-hours of biology, chemistry, or physics.

#### *Junior Year*

In the junior year a student in this group must take the required work in history or natural science not taken in the freshman or sophomore year, six semester-hours of Economics 2, and in addition twelve semester-hours of Economics 4, Economics 5, and Economics 6, and general electives sufficient to complete the thirty or more semester-hours of work required in this year.

#### *Senior Year*

A student in this group must take in the senior year six semester-hours of Law 1; six semester-hours of Economics 3; six semester-hours selected from Economics 4, Economics 5, and Economics 6 (This course not taken in the junior year must be taken in the senior year.); and electives sufficient to complete the thirty or more semester-hours of work required in this year and the one hundred twenty-six semester-hours required for graduation.

## GROUP III

## RELIGION

This group is designed for students who enter college with the purpose of adopting the ministry or other religious or social welfare work as a vocation after graduation. The required work consists of twelve semester-hours of English, including six of composition and six of literature; eight of biology; eight of chemistry or physics; six of history, six of economics or political science; twelve of foreign language, of which not more than six may be a course beginning the study of a language; six of mathematics; six of Bible; six of psychology; six of philosophy; and twenty-four of work in the Department of Religion other than Bible 1. There are twenty-six semester-hours of free electives.

The following arrangement of courses is authorized for students electing this group:

*Freshman Year*

Students in this group must take in the freshman year six semester-hours of English; six semester-hours of mathematics; six semester-hours of Bible I; six semester-hours of foreign language; and six semester-hours of history or eight of biology, completing the thirty or thirty-two semester-hours required in this year.

*Sophomore Year*

Students in this group must take in the sophomore year six semester-hours of English; six semester-hours of foreign language; six semester-hours of religion; six semester-hours of history or eight of biology, according as history or biology was taken in the freshman year; six semester-hours of economics (or political science) or psychology or eight of chemistry or physics (except that two natural sciences should not be taken in this year), completing the thirty or thirty-two semester-hours required in this year.

*Junior Year*

Students in this group must take in the junior year six semester-hours of religion; six semester-hours of psychology or philosophy; six semester-hours of economics (or political science) or eight of chemistry or physics, and twelve or more of free electives, completing the thirty or more semester-hours required in this year. Any remaining required courses, other than those in the Department of Religion, should be taken in this year.

*Senior Year*

Students in this group are required to take in the senior year twelve semester-hours of religion, six semester-hours of philosophy, provided both philosophy and psychology have not been previously taken, in which case any required courses remaining must be taken, and sufficient free electives to complete the thirty or more semester-hours required in this year and the one hundred and twenty-six semester-hours required for graduation.

**CHANGES**

1. Six semester-hours in psychology and six in philosophy in place of twelve semester-hours in philosophy.
2. Six semester-hours in history and six semester-hours in economics (or political science) in place of six semester-hours in one of these subjects.
3. Eight semester-hours of biology and eight of either chemistry or physics in place of eight semester-hours in either biology, chemistry, or physics.
4. A rearrangement of courses required in each year so that one course in religion is required in each of the first three years.
5. "Free electives" throughout in place of "restricted electives."

**GROUP IV****PRE-MEDICAL**

This course is designed for students who expect to pursue the study of medicine after graduation from college. The required work consists of twelve semester-hours of English, including six of composition and six of literature; twelve of foreign language, provided the student pursues the study of French and German until he has training equivalent to the completion of French **2** and German **8**; six of Bible; fourteen of physics; forty-nine of biology and chemistry; six of psychology; six of history or economics; six of mathematics; and thirteen of free electives.

Those students who at the end of their first year of college work are recommended by their teachers of science and the Dean of the College as being capable for good and sufficient reasons of doing acceptable work in a medical school without completing the college requirements for graduation will be al-

lowed to arrange a special course of studies that will prepare them to meet the minimum requirements of first-class medical schools.

The School of Medicine will not be opened until 1930 and applications and catalogues will not be issued until 1929. The entrance requirements have not been determined but it is thought that they will be intelligence and character plus two years of college work including two years each of Chemistry and English and one year each of Biology and Physics. Plans are being formed which, it is believed, will enable a student to complete a medical course in three years of forty-four weeks each.

The following arrangement of courses is authorized for students electing this group:

#### *Freshman Year*

Students in this group are required to take in the freshman year six semester-hours of English; six semester-hours of mathematics; six semester-hours of French or German; eight semester-hours of Physics 1; and eight semester-hours of Chemistry 1, completing the total of thirty-four semester-hours required for the year.

#### *Sophomore Year*

Students electing this group are required to take in the sophomore year six semester-hours of English; eight semester-hours of Biology 2; eight semester-hours of Chemistry 2 and Chemistry 3; six semester-hours of Bible; and six semester-hours of French or German, completing the thirty-four semester-hours required for the year.

#### *Junior Year*

Students in this group are required to take in the junior year six semester-hours of psychology; six semester-hours selected from the following courses: History 9, Economics 1, and Economics 2; six semester-hours of Chemistry 5; eight semester-hours of Biology 4; and eight semester-hours of Physics 2, completing the thirty-four semester-hours required for the year.

#### *Senior Year*

Students in this group are required to take in the senior year fifteen semester-hours of work elected in the department of biology and chemistry and fifteen semester-hours of free electives, completing the thirty semester-hours re-

quired in this year. The thirty semester-hours required in this year may include prescribed work above thirty semester-hours postponed from previous years.

## GROUP V

### TEACHING

This group is designed for four classes of students: (1) those who expect to teach in colleges or universities, or who for similar reasons expect to do advanced work in a graduate school; (2) those who expect to teach in secondary schools; (3) those who expect to teach in elementary schools; and (4) those who expect to adopt as a vocation some form of public school administration. These four classes of students are for convenience designated as classes A, B, C, D, and for each class a course of study is suggested below. All four classes are required to take the same general work as students in Group I, as follows: twelve semester-hours of English; eighteen of foreign language (except as specifically modified in the descriptions of Classes B, C, and D); sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics and government; and six of history.

Since transfer from Group I (General) to Group VI (Teaching) is easy, students are advised not to enter Group VI until satisfied that they expect to teach after graduation. A student who enters college expecting to teach would normally enroll in Group VI his first year, but if uncertain as to his intentions he would enroll in Group I and remain there until he has decided to teach. It is especially difficult, however, for prospective high school teachers to transfer after their sophomore year.

#### CLASS A: COLLEGE TEACHING

Students in this class take the same freshman and sophomore work as student in Group I, except that they may take six semester-hours of education and psychology as sophomores. For foreign language work they need take only twelve semester-hours of French and German in college but must complete the equivalent of second-year college work in each. In addition to the sixty-four or seventy hours of work required, including

approved by the department in which the major is selected; twelve semester-hours in education and psychology, or either, the languages prescribed, each student must complete a major of at least twenty-four semester-hours of work in the subject the student expects to continue in graduate school, twelve as a second minor, not including any secondary- or elementary-school methods; and sufficient free electives to complete the one hundred twenty-six semester-hours of work required for graduation.

#### CLASS B: SECONDARY-SCHOOL TEACHING

Students who expect to teach in high schools should register in this group as early after their freshman year as possible, the work of that year being the same as for Group I. They have the same general requirements as Group I, except that the eighteen semester-hours of foreign language, which must include two languages, may include as many as twelve semester-hours in courses beginning the study of a language. In addition to the seventy semester-hours of general required work, each student must take the following: twelve semester-hours of work in education, including three of educational psychology and three of secondary education; three semester-hours of general psychology; three semester-hours of directed observation and practice teaching; six semester-hours, three in each of two fields of high school teaching, in materials and methods; and subject-matter work in the two subjects he expects to teach sufficient to amount to the following minimum amounts in the different fields as follows, including any of the generally prescribed work of Group I; twenty-four semester-hours of English, for prospective teachers of English; twelve semester-hours of Latin, over and beyond the traditional four units of Latin accepted for college entrance, for prospective teachers of Latin; eighteen semester-hours of French, over and beyond the two units of French accepted for college entrance, for prospective teachers of French; eighteen semester-hours of history and six of political science and economics, for prospective teachers of history and the social sciences; thirty semester-hours of biology, chemistry, physics, and geography or geology, for prospective teachers of high school science; and fifteen semester-hours of mathematics, for prospective teachers of

mathematics. A student may prepare to teach only one science, or any one subject in high school, by taking a major of twenty-four hours in that subject in addition to general required work in Class B, the required work in education and psychology and the specific required work in directed observation and materials and methods in the chosen subject. Since, however, most inexperienced teachers have to serve an apprenticeship in small high schools, where they must teach classes in more than one subject, students are advised to meet the suggestions of the North Carolina State Department of Public Instruction and prepare to teach in two subjects, according to the course previously outlined in this paragraph.

Students who expect to teach are warned to read carefully the certification rules of the state in which they plan to work and to advise fully with the Dean's office before electing courses in subjects they are preparing to teach. They are advised also to be careful to take their professional courses in the order outlined by the University department of education, reserving for their senior year the materials and methods courses and the directed observation and practice course. General psychology should be taken in the sophomore or the junior year.

#### CLASS C: ELEMENTARY-SCHOOL TEACHING

Students in this class take the same freshman and sophomore work as students in Group I, except that they take one course in education each year, which may not, however, be substituted for English either year. General requirements are the same as in Class B. Six semester-hours of education each year, or a total of twenty-four semester-hours for the four years, take the place of the major described in Group I. By the permission of the Dean of the University, students in Class C may take as much as six semester-hours of additional elective work in education, exclusive of any work in general psychology. All students in the group are required to complete a minor of twelve semester-hours in some department other than education, and all must complete at least three semester-hours of general psychology. It is recommended, but not required, that students in this class complete at least six semester-hours in American history and government.



## CLASS D: PUBLIC SCHOOL ADMINISTRATION

This class is planned for students who expect to become principals of high schools or superintendents of schools, or to engage in other forms of public school administration as a vocation; for example, elementary supervision. All requirements are the same as for Class C, except that (1) methods courses may be taken in either the secondary or the elementary field, (2) the six semester-hours in American history and government are prescribed, and (3) the work in education must include six semester-hours of school administration and supervision.

## GROUP VI

## PRE-LEGAL

This group is designed for students who expect to study law. The required work in this group consists of twelve semester-hours of English, including six of composition and six of literature; eighteen of two different foreign languages, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language; sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of mathematics; six of Bible; six of history; six of economics; six of psychology; eighteen additional semester-hours of history and twelve additional semester-hours of economics; and free electives to complete the one hundred twenty-six semester-hours required for graduation. With the consent of the Department of Engineering the student may substitute three semester-hours of drawing and three semester-hours of surveying for one of the required courses in natural science.

The following arrangements of courses is authorized for students electing this group:

*Freshman Year*

Students in this class are required to take in the freshman year six semester-hours of English; six semester-hours of mathematics; six semester-hours of foreign language; six semester-hours of Bible; six semester-hours of History I; eight semester-hours of biology, chemistry, or physics or six semester-hours of foreign language or drawing and surveying, completing the thirty or more semester-

hours required in this year. If the student prefers he may postpone the course in natural science or drawing and surveying or the second foreign language until the sophomore year, in which case only thirty semester-hours should be taken in the freshman year.

#### *Sophomore Year*

Students in this group take in the sophomore year six semester-hours of English; six semester-hours of foreign language; six semester-hours of Economics 1; six semester-hours of History 9; six semester-hours of drawing and surveying or eight semester-hours of biology, chemistry, or physics, completing the thirty or thirty-two semester-hours required in this year.

#### *Junior Year*

Students in this group in the junior year take six semester-hours of psychology; six semester-hours of Economics 4; six semester-hours of history; foreign language, natural science, or drawing and surveying to complete the requirements in this group in those subjects; and electives to complete the thirty or more semester-hours required in this year.

#### *Senior Year*

Students in this group take in the senior year six semester-hours of Economics 2; six semester-hours of History 4; and electives sufficient to complete the thirty or more semester-hours required in this year and the one hundred twenty-six semester-hours required for graduation.

# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL AND ELECTRICAL ENGINEERING

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The requirements for the degree of bachelor of science are designed for students who enter College with the purpose of preparing for civil and electrical engineering as a profession and lead to the degree of bachelor of science in civil engineering (B.S. in C.E.), or bachelor of science in electrical engineering (B.S. in E.E.).

Either of these degrees requires one hundred thirty-eight semester-hours of the students electing either of these groups.

Six semester-hours of electives must be taken in economics or political science. If a foreign language is elected it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

## GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL AND ELECTRICAL ENGINEERING

### GROUP I

#### CIVIL ENGINEERING

##### *Freshman Year*

FIRST SEMESTER	Sem.-Hrs.	SECOND SEMESTER	Sem.-Hrs.
Chemistry 1 .....	4	Chemistry 1 .....	4
English .....	3	English .....	3
Mathematics 1a, 2a .....	5	Mathematics 2a, 2b .....	5
Bible 1 .....	3	Bible 1 .....	3
Drawing CE1 .....	2	Drawing CE2 .....	2
Physical Education .....	R	Physical Education .....	R
	17		17

Three weeks of Surveying CE10 in summer. Credit, 3 semester-hours.

##### *Sophomore Year*

English .....	3	English .....	3
Mathematics 3a .....	4	Mathematics 3b .....	4
Physics for Engineers .....	5	Physics for Engineers .....	5
Surveying CE11 .....	2		
Descriptive Geometry CE3....	2	Mechanics CE6 .....	4
Physical Education .....	R	Physical Education .....	R
	16		16

*Junior Year*

Electrical Eng. EE1a .....	3	Hydrology CE22 .....	3
Hydraulics CE7 .....	4	Strength of Materials CE8....	3
Materials CE9 .....	2	Curves and Earthwork CE12	3
Highways CE15 .....	2	Surveying CE14 .....	3
Electives .....	6	Electives .....	6
	<hr/>		<hr/>
	17		18

*Senior Year*

Water Supply CE23 .....	2	Sewerage CE24 .....	2
Structures CE31 .....	3	Structures CE32 .....	4
Reinforced Concrete CE33 ....	3	Masonry CE34 .....	3
Railroad Engineering CE17..	3	Highways CE16 .....	2
Electives .....	6	Electives .....	6
	<hr/>		<hr/>
	17		17

## GROUP II

## ELECTRICAL ENGINEERING

*Freshman Year*

FIRST SEMESTER		SECOND SEMESTER	
	Sem.-Hrs.		Sem.-Hrs.
Chemistry 1 .....	4	Chemistry 1 .....	4
English .....	3	English .....	3
Mathematics 1a, 2a .....	5	Mathematics 2a, 2b .....	5
Bible 1 .....	3	Bible 1 .....	3
Drawing CE1 .....	2	Drawing CE2 .....	2
Physical Education .....	R	Physical Education .....	R
	<hr/>		<hr/>
	17		17

Three weeks of Surveying CE10 in summer. Credit, 3 semester-hours

*Sophomore Year*

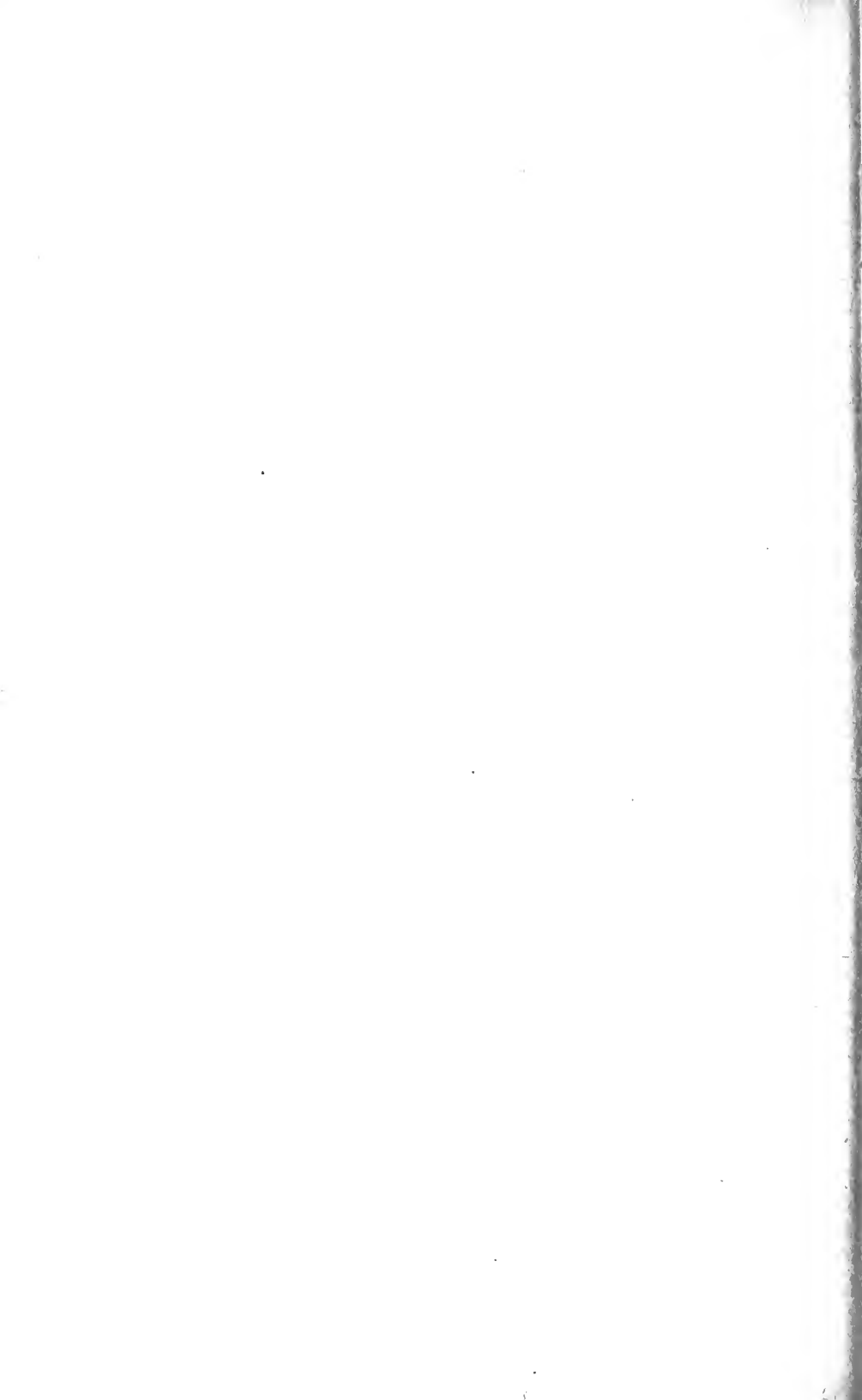
English .....	3	English .....	3
Mathematics 3a .....	4	Mathematics 3b .....	4
Physics for Engineers .....	5	Physics for Engineers .....	5
Mechanism ME1 .....	2	Mechanics CE6 .....	4
Descriptive Geometry CE3 ....	2		
Physical Education .....	R	Physical Education .....	R
	<hr/>		<hr/>
	16		16

*Junior Year*

Princ. of Elec. Eng. EE1.....	4	Princ. of Elec. Eng. EE1.....	4
Hydraulics CE7 .....	4	Strength of Materials CE8....	3
Differ. Equations .....	3	Elec. Measurements .....	3
Thermodynamics ME2 .....	3	Thermodynamics ME2 .....	3
Electives .....	3	Electives .....	3
	<hr/>		<hr/>
	17		16

*Senior Year*

Direct Currents EE2 .....	3	Electrical Machinery EE4 ....	6
Alternating Currents EE3 ....	3	Electric Power Stations EE8	3
Elec. Transmission EE5b ....	3	High Freq. Currents EE7 ....	3
High Freq. Currents EE7 ....	3	Electives .....	6
Electives .....	6		
	<hr/>		<hr/>
	18		18



# COURSES OF INSTRUCTION

## DEPARTMENT OF BIOLOGY

PROFESSORS CUNNINGHAM, BLOMQUIST, PEARSE, AND WOLF, ASSOCIATE  
PROFESSOR HALL, DR. AVERY, DR. HOPKINS, DR. RHINE, MISS DEHLER,  
MR. HOLL, MR. RUMBOLD, MR. ELLISON, MR. HEFLEY, MR.  
JENKINS, MISS OSBORN

### BOTANY

FOR UNDERGRADUATES

**1. Introductory Botany.**—A general course dealing with plants. Six sections of laboratory of two hours each, meeting twice a week. *Credit, 8 semester-hours.* STAFF.

**2. General Bacteriology.**—Laboratory and lectures. *First semester. Credit, 4 semester-hours.* PROFESSOR BLOMQUIST.

**3. Structure and Classification of Algae, Liverworts, and Mosses.**—Laboratory and lectures. *First semester. Credit, 3 semester-hours.* PROFESSOR BLOMQUIST.

Prerequisite, Botany 1.  
Not offered in 1928-29.

**4. Plant Physiology.**—Laboratory and lectures. *First semester. Credit, 4 semester-hours.* DR. AVERY.  
Prerequisite, Botany 1, Chemistry 1, and Physics 1.

**5. Local Flora.**—Practice in the identification and classification of plants of this section. *Second semester. Credit, 3 semester-hours.* PROFESSOR BLOMQUIST.

Prerequisite, Botany 1.

**6. Structure and Classification of Ferns, Gymnosperms, and Angiosperms.** Laboratory and lectures. *Second semester. Credit, 3 semester-hours.* DR. AVERY.

Prerequisite, Botany 1.  
Not offered in 1928-29.

**7. Mycology.**—Structure and classification of fungi. *First semester. Credit, 3 semester-hours.* PROFESSOR WOLF  
Prerequisite, Botany 1.

**8. Diseases of Plants.**—Special reference to crop plants. *Second semester. Credit, 3 semester-hours.* PROFESSOR WOLF.  
Prerequisite, Botany 1 and 5.

**11. Structure of Economic Plants.**—*First semester. Credit, 3 semester-hours.* DR. AVERY.

Prerequisite, Botany 1.

FOR SENIORS AND GRADUATES

**12. Cytology.**—A study of the cell, with emphasis on the relation of cell structure and behavior in growth and inheritance. *Second semester. Credit, 4 semester-hours.* DR. AVERY.

Prerequisite, Botany 1 or Zoology 1 and one other course of intermediate grade.

**13. Plant Genetics.**—A study of the principles of inheritance and variation in plants. *First semester. Credit, 3 semester-hours.*

PROFESSOR BLOMQUIST

Prerequisite, Botany 1 and Botany 2.

**15. Special Problem.**—Hours and credits to be arranged.

BOTANICAL STAFF.

ZOOLOGY

**7. Heredity and Eugenics.**—It is the aim in this course to present with as little technicality as possible the biological principles involved in heredity. This course does not give science credit. Open to Juniors and Seniors. *First semester. Credit, 3 semester-hours.*

PROFESSOR CUNNINGHAM.

**1. General Zoology.**—An elementary course intended to give a special survey of the animal kingdom, with particular reference to invertebrates. Either course 2 or 3 may be taken after this course to complete a year of Zoology. *First semester. Credit, 4 semester-hours.*

PROFESSOR PEARSE, ASSOCIATE PROFESSOR HALL, AND DR. HOPKINS.

**2. Elementary Comparative Anatomy.**—This course is a continuation of Course 1, and is recommended for pre-medical students. The laboratory work consists of the dissection and comparison of a number of vertebrate forms. *Second semester. Credit, 4 semester-hours.*

PROFESSOR CUNNINGHAM.

**3. Principles of General Zoology.**—A course of study accompanied by laboratory observations of the general principles of vertebrate animal structures, functions, environmental relations, development of the individual and of the race. The course is concluded with a consideration of man's place in nature. *Second semester. Credit, 4 semester-hours.*

ASSOCIATE PROFESSOR HALL.

Prerequisite, one semester of Zoology.



## ADVANCED UNDERGRADUATE AND INTRODUCTORY GRADUATE COURSES

**5. Animal Physiology.**—A course in functional zoology concerning the primary functions of animals of all groups and leading to a more detailed study of the physiological processes in the mammal. *Second semester. Credit, 4 semester-hours.* ASSOCIATE PROFESSOR HALL.

Prerequisite, one year of Zoology.

**6. Animal Parasites.**—A consideration of animal parasites with particular emphasis upon those infesting man. The course is of particular interest to students preparing for medicine or public health work. *First semester. Credit, 4 semester-hours.* PROFESSOR PEARSE.

Prerequisite, Elementary Zoology.

**8. Animal Micrology.**—This course deals with the technique of preparing sections for study and with the study of normal sections of the various types of tissues. *First semester. Credit, 4 semester-hours.*

PROFESSOR CUNNINGHAM.

**9. General Embryology.**—This course aims to acquaint the student with the fundamental principles of embryology as seen more especially in the frog and the chick, with some work on the mammal. *First semester. Credit, 4 semester-hours.*

PROFESSOR CUNNINGHAM.

**12. Entomology.**—In this course the taxonomy, morphology, and physiology of insects will be studied, considering both their theoretic and economic aspects. For students who have had at least one year of Zoology. *First semester. Credit, 4 semester-hours.*

DR. HOPKINS.

**13. Protozoology.**—A study of the taxonomy, morphology and physiology of unicellular organisms. For students who have had at least one year of Zoology. *Second semester. Credit, 4 semester-hours.*

DR. HOPKINS.

## COURSES PRIMARILY FOR GRADUATES, BUT OPEN TO SENIORS WITH ADEQUATE TRAINING

**10. Ecology.**—The natural history of animals—environmental factors, succession, migrations, resting periods; marine, freshwater, and land animals; coloration, associations with plants, symbionts, parasites, polymorphism, alternation of generations, social life, and economic ecology. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoology. *First semester in odd years. Credit, 2 semester-hours.*

PROFESSOR PEARSE.

**11. Animal Behavior.**—The development of mind in animals. Assigned readings, lectures, reports, conferences. *First semester in even years. Credit, 2 semester-hours.*

PROFESSOR PEARSE.

**14. Advanced Protozoology.**—Weekly lectures and conferences on the recent developments in the field of Protozoology. In the laboratory an individual problem will be undertaken by each student. The prerequisites

for the course are (1) a definite and feasible problem, and (2) the proper training for carrying out this problem. One lecture and at least 6 laboratory hours each week. *Second semester. Credit, 4 semester-hours.*  
DR. HOPKINS.

**19. Research.**—Students who have had proper training may carry on research under the direction of members of the faculty. STAFF.

**21. Advanced Parasitology.**—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites. Laboratory work on special problems may be taken in connection with this course by registering for Course 19. *Second semester in odd years. Credit, 2 semester-hours.*  
PROFESSOR PEARSE.

**22. Advanced Ecology.**—Readings, conferences, and reports; directed work in field or laboratory. *Second semester in even years. Credit, 2 or more hours.*  
PROFESSOR PEARSE.

**26. Experimental Embryology.**—This course consists of lectures, assigned readings and reports. The lectures and assigned readings are to acquaint the student with the work that has been done in this field. In the laboratory a study is made of the effects of environment of various forms of animals, including the frog, chick, and mammal. This work, of necessity, partakes of the nature of research and seminar work. Students electing laboratory work in connection with this course should register for Zoology 19 where credit will be determined by the work done. *Second semester. Credit, 2 semester-hours.*  
PROFESSOR CUNNINGHAM.

## DEPARTMENT OF CHEMISTRY

PROFESSORS PEGRAM, GROSS, AND WILSON, ASSISTANT PROFESSORS BUCK AND MILLER; MISS DAVIS, AND MESSRS. MCFEE, ALLEN, WRENN, SAYLOR, AND KUMRO

The courses in the department are planned with the following objects in view: (1) to give students taking chemistry as a required science a thorough knowledge of the elementary principles of the science by studying in the laboratory the more important elements and compounds which have industrial and domestic uses and by surveying briefly the chemical and economic significance of the more important industrial processes; (2) to make provision for the necessary chemical training of scientific and professional students by offering thorough, intensive work in analytical, organic, and physical chemistry; (3) to provide for those students specializing in chemistry as prospective chemists, teachers, or chemical engineers comprehensive training in higher courses, together with the opportunity to engage in investigations both of an industrial and of a pure-science nature and (for teachers) to do practice teaching.

A major in chemistry in Group I consists of twenty-four semester-hours distributed as follows: courses 2, 3, 5 and 6, totaling twenty semester-hours, and four semester-hours chosen from the following courses: 31, 41, 42, 51, 11, 15.

**1. General Inorganic Chemistry.**—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. *Credit, 8 semester-hours.*

PROFESSOR WILSON WITH PROFESSOR GROSS, ASSISTANT  
PROFESSOR BUCK AND MILLER, AND MESSRS.  
MCFEE, WRENN AND SAYLOR.

**4. Household Chemistry.**—A course dealing with materials chiefly used in the home. It is open to students who have passed Chemistry I or who have had elementary chemistry accepted for entrance credit. Two recitations and three laboratory hours to be arranged. *First semester. Credit, 3 semester-hours.*

PROFESSOR WILSON.

**2. Qualitative Analysis.**—A development of the fundamentals of the ionic theory as applied to analytical reactions with special consideration of the application of the laws of chemical equilibrium and of the modern theories of solution. *Credit, 4 semester-hours.*

ASSISTANT PROFESSOR MILLER, MISS DAVIS AND MR. KUMRO.

**3. Quantitative Analysis.**—The classroom work includes the general theory of quantitative separations, the calculation of results, and the solution of problems. The laboratory work aims to develop technique and to familiarize the student with representative quantitative methods. *Credit, 4 semester-hours.*

ASSISTANT PROFESSOR MILLER, MISS DAVIS AND MR. KUMRO.

**5<sup>a</sup>. Organic Chemistry.**—An introduction to the study of the compounds of carbon. Courses 2 and 3 are prerequisite for 5<sup>a</sup> except in special cases. *First semester. Credit, 4 semester-hours.*

ASSISTANT PROFESSOR BUCK.

**5<sup>b</sup>. Organic Chemistry.**—A more detailed study is made of subjects such as stereoisomerism, substitution in the benzene ring, diazo reactions, etc. Course 5<sup>a</sup> is prerequisite. *Second semester. Credit, 4 semester-hours.*

ASSISTANT PROFESSOR BUCK.

Students who obtain permission from the department may take Course 5<sup>a</sup> without taking 5<sup>b</sup>.

**6. Physical and Electro Chemistry.**—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. *Credit, 6 semester-hours.*

PROFESSOR GROSS.

**15. Advanced Inorganic Chemistry.**—Modern valence theories as applied to inorganic compounds, particularly of the less common types such as the metal ammines, illustrated by suitable laboratory preparations. *Two recitations and three laboratory hours. Credit, 6 semester-hours.*

PROFESSOR GROSS.

**31<sup>a</sup>. Advanced Quantitative Methods.**—Classroom discussion and laboratory determinations involving the more difficult quantitative methods. *One recitation and six laboratory hours. Credit, 3 semester-hours. One recitation.*

ASSISTANT PROFESSOR MILLER.

**31<sup>b</sup>. Instrumental Analysis.**—The recitations will discuss the underlying theory of the various instruments and methods of analysis. *One recitation and six laboratory hours. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR MILLER.

**41. Food and Nutrition.**—This course naturally follows course 4 and may be taken by persons passing that course or those who have taken or are taking Course 5. *Two recitations and three hours laboratory, to be arranged. Second semester. Credit, 3 semester-hours.*

PROFESSOR WILSON.

**42. Physiological Chemistry.**—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Courses 3 and 5 are prerequisites. Course 6 is desirable though not required. *Two lectures and six laboratory hours. First semester. Credit, 4 semester-hours.*

PROFESSOR WILSON.

**43. Metabolism.**—Open to students who have completed course 42 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work may be taken by students who have passed course 42, without the lectures. In this case only two semester-hours credit will be given. *Two lectures and six laboratory hours a week. Second semester. Credit, 4 semester-hours.*

PROFESSOR WILSON.

**51. Advanced Organic Chemistry.**—A continuation of course 5<sup>b</sup> consisting of more difficult preparations and qualitative analysis. Course 5<sup>b</sup> and a reading knowledge of German are prerequisite. *One lecture and six laboratory hours, to be arranged. Credit, 6 semester-hours.*

ASSISTANT PROFESSOR BUCK.

**52. Organic Quantitative Analysis.**—A course primarily for those undertaking organic research. *Nine laboratory hours. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR BUCK.

**10. Teaching of Chemistry.**—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 20 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study

necessary for the conference hour. *Hours to be arranged. Credit, 2 or 3 semester-hours each semester, according to whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.*

PROFESSOR WILSON.

**11. Research.**—The aim of this course is to give instruction in methods used in the investigation of original problems. *Nine hours a week, laboratory and conferences. Credit, 3 or 6 semester-hours, according to whether one or two semester-hours are taken.*

PROFESSORS GROSS AND WILSON AND ASSISTANT  
PROFESSORS BUCK AND MILLER.

This course is offered in both semesters; students may elect the first semester without taking the second. It is open to Seniors who have had courses 3, 5<sup>b</sup>, and 6.

**62<sup>a</sup>. Colloid Chemistry.**—The lectures will consist of a general survey of the entire field followed by a more detailed discussion of the colloid particle. *Two lectures and three hours of laboratory. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR MILLER.

**62<sup>b</sup>. Phase Rule and Metallography.**—A discussion of typical systems, isothermal curves and space models. The metals and their alloys; structure, constitution and properties, including methods of investigation. *Three lectures. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR MILLER.

Only one of the following courses will be offered in 1928-29: 15, 62<sup>a</sup>, 62<sup>b</sup>, 31<sup>a</sup>, 31<sup>b</sup>.

## DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

PROFESSORS GLASSON, COTTON, HOOVER, ASSOCIATE PROFESSOR WILSON,  
ASSISTANT PROFESSORS LONDON, HAMILTON, RANKIN, TOWE, AND  
MESSRS. SHIELDS, ORFIELD, MOFFIT, KEECH, AND BISCOE

This department offers instruction in general economics, business administration, and political science. The general course in economics affords a survey of the whole field of economic thought and lays the foundation for specialized study in various branches of the subject. Advanced courses are offered in theoretical and applied economics.

A special group of studies is provided for candidates for the bachelor of arts degree who are definitely looking forward to a business career at the conclusion of their college course. This group is described as Group II under the topic, "Groups of Studies" in this catalogue. While Group II is mainly composed of liberal rather than technical studies, it gives opportunity in the junior and senior years for specialized study in such subjects as money and banking, public and corporation finance, investments, railroad and water transportation, marketing, insurance, industrial management, accounting, and business statistics.

In political science, the department offers courses which deal with the nature, origin, and functions of the state and also give detailed con-

sideration to the political institutions of the United States, England, and other countries. Courses are also offered in political theory, international government and relations, state government, and city and county government.

### ECONOMICS AND BUSINESS ADMINISTRATION

#### PRIMARILY FOR FRESHMEN

**A. Description of Modern Industry; Economic Geography.**—This course aims to furnish beginners with a background of information regarding natural resources, industry and commerce helpful in the study of general economics. It is required of Freshmen in the Business Administration Group and is open to Freshmen in some of the other groups. *Credit, 6 semester-hours.*  
ASSISTANT PROFESSOR LANDON.

#### FOR SOPHOMORES AND JUNIORS

**1. Principles of Economics.**—A systematic and comprehensive study of the principles of economic science. The course must be taken by all students planning to elect further courses in economics. *Credit, 6 semester-hours.*  
PROFESSORS COTTON AND HOOVER, ASSISTANT  
PROFESSORS LANDON AND HAMILTON.

#### FOR SENIORS AND GRADUATES

**3<sup>a</sup>. Money and Banking.**—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. Text books, collateral reading, and written reports. *First semester. Credit, 3 semester-hours.*

PROFESSOR GLASSON.

Students who elect this course must have made a creditable record in course 1.

**3<sup>b</sup>. Public Finance.**—The course is based upon Hunter's *Outlines of Public Finance* together with collateral reading. Written reports on special topics are required. *Second semester. Credit, 3 semester-hours.*

PROFESSOR GLASSON.

Students who elect this course must have made a creditable record in course 1.

#### FOR JUNIORS AND SENIORS

**4<sup>a</sup>. Corporation Finance.**—A study of the growth of corporations, their organization and securities; methods of financing; problems connected with the management of capital and the distribution of earnings; the promotion and financing of corporate consolidations; corporate insolvency and reorganization. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR HAMILTON AND MR. SHIELDS.

Juniors and Seniors who have completed course 1 may be admitted to this course.

**4<sup>b</sup>. Investment and Speculation.**—The accumulation of capital. The different types of investment securities. Investment banking. The stock exchange and its functions. Taxation of investments. Analysis of investments. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR HAMILTON AND MR. SHIELDS.

Juniors and Seniors who have completed course 1 may be admitted to this course.

FOR JUNIORS AND SENIORS

**5<sup>a</sup>. Industrial Management and Business Forecasting.**—The general idea of costs and the different classes of costs. The business cycle and forecasting business conditions; the control of an industry in the business cycle. The Harvard Index of General Business Conditions and the Babson and Brookmire economic and statistical services are used and reported on by the students. *First semester. Credit, 3 semester-hours.*

PROFESSOR COTTON.

**5<sup>b</sup>. Insurance.**—Introduction to actuarial science. A general course dealing with life, fire, health and accident, employers' liability, workmen's compensation, credit, and automobile insurance, and also with bonding companies. Insurance accounting. This course is designed to give a knowledge of the chief principles and practices of insurance. A standard textbook is used. *Second semester. Credit, 3 semester-hours.*

PROFESSOR COTTON.

FOR JUNIORS AND SENIORS

**6<sup>a</sup>. Railway, Ocean and Inland Waterway Transportation.**—History of the development of railways in the United States. Railway organization and finance; traffic management; Transportation Act of 1920; state regulation of railroads; the present status of the railroad problem. Inland water transportation. Ocean transportation. Collateral reading and the preparation of term papers are required. *First semester. Credit, 3 semester-hours.*

PROFESSOR COTTON.

[Not offered in 1928-29.]

**6<sup>b</sup>. Marketing Problems.**—This course is designed to study the marketing of staple crops such as cotton and wheat. It also deals with the cooperative marketing of a variety of commodities. Particular attention is given to the marketing of the cotton crop. A study is made of the methods of trading and functions of the New York, New Orleans, and Liverpool Cotton Exchanges. Collateral reading and the preparation of term papers are required. *Second semester. Credit, 3 semester-hours.*

PROFESSOR COTTON.

[Not offered in 1928-29.]

FOR SENIORS AND GRADUATES

**6<sup>a</sup>. International Trade.**—An analysis of the theoretical principles underlying international trade together with a historical study of the foreign trade and tariff policies of the United States, France, Germany, and England down to 1914. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR HAMILTON.

[In 1928-29 Seniors may substitute this course for 5<sup>a</sup>.]

**65<sup>b</sup>. Foreign Trade and Recent Commercial Policy.**—A study of the influence on foreign trade of post-war protectionism, war debts, international capital movements, and inconvertible paper money. Practical problems in buying and selling abroad. Special attention given to Latin America. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR HAMILTON.

[In 1928-29 Seniors may substitute this course for 5<sup>a</sup>.]

FOR GRADUATES AND FOR SENIORS BY SPECIAL PERMISSION.

**10. History of Political Economy.**—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR HAMILTON.

**12. Value and Distribution.**—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *Credit, 4 semester-hours.*

PROFESSOR HOOVER.

FOR SENIORS AND GRADUATES

**14<sup>a</sup>. Economic Systems.**—A study of alternative economic systems. In addition to an analysis of communism, anarchism and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. *Credit, 3 semester-hours.*

PROFESSOR HOOVER.

**14<sup>b</sup>. Economic Functions of the State.**—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. *Credit, 3 semester-hours.*

PROFESSOR HOOVER.

**41. Research in Corporation Organization and Finance.**—Open to graduate students and, by special permission, to Seniors who have completed creditably Economics 4<sup>a</sup> and 4<sup>b</sup>. *Two hours a week. Second semester.*

PROFESSOR GLASSON.

FOR SENIORS AND GRADUATES

**54<sup>a</sup>. Trade Unionism and Labor Problems.**—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and the United States. The structure, methods and policies of modern unions. Collateral reading is required. Lectures and class-discussions. *First semester. Credit, 3 semester-hours.*

PROFESSOR COTTON.

[Not offered in 1928-29.]



**54<sup>b</sup>. Industrial Relations.**—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Collateral reading is required. Lectures and class discussions. Course 5<sup>a</sup> is prerequisite for this course. *Second semester. Credit, 3 semester-hours.*  
PROFESSOR COTTON.

[Not offered in 1928-29.]

#### ACCOUNTANCY AND BUSINESS LAW

##### FOR SOPHOMORES

**7. First-Year Accounting.**—The purpose of this course is to develop the fundamental principles of accounting as applicable to modern business practice. Through assigned problems and practice sets the student is given ample laboratory work in single proprietorship, partnership, and corporation accounting. Supervised study periods will be assigned. *Credit, 6 semester-hours.*  
MESSRS. SHIELDS AND KEECH.

##### FOR JUNIORS AND SENIORS

**72. Second-Year Accounting.**—Advanced theory applied to the accounting process. Among the topics studied are: partnership, corporation and trust accounting; valuation; interpretation of reports; accounting for intercompany relations, domestic and foreign; estate accounting; liquidation and insolvency. Open to students who have completed Accounting 7. *Credit, 6 semester-hours.*  
MR. SHIELDS.

[Students specializing in Accounting may substitute this course for courses 5<sup>a</sup> and 5<sup>b</sup>.]

##### FOR SENIORS

**73<sup>a</sup>. Auditing.**—This course covers the theory and practice of auditing. Class discussion is supplemented with problems, questions and specimen working papers such as are applicable to balance sheet and detailed audits, and special investigations. The procedure involved in the construction of the audit report is taught. Students are admitted to the course by permission of the instructor. *First semester. Credit, 3 semester-hours.*  
MR. SHIELDS

**73<sup>b</sup>. C. P. A. Problems.**—The purpose of the course is to prepare students for the Certified Public Accountant examination. Practical accounting problems, auditing and theory of accounts, accounting analysis and discussion are considered. Students are admitted to the course by permission of the instructor. *Second semester. Credit, 3 semester-hours.*  
MR. SHIELDS.

##### FOR GRADUATES AND FOR SENIORS BY SPECIAL PERMISSION

**51. Advanced Industrial Accounting and Management.**—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead

costs. A complete practice set of cost accounting is worked by each student during the course. Collateral reading is required. Lectures and class discussions. *Credit, 6 semester-hours.* PROFESSOR COTTON.

Courses 5<sup>a</sup> and 7 are prerequisites for this course.  
[Not offered in 1928-29.]

FOR SENIORS

**Business Law I.**—The purpose of this course is to give the student some knowledge of the fundamental principles of law as applied to common business transactions. Though the student will have a textbook and a casebook, the lecture hour consists entirely in the presentation and discussion of the cases. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corporations, and bankruptcy. Textbook: Bays, *Business Law*. Casebook: Bays, *Cases on Commercial Law*. Required of Seniors in the Business Administration group. *Credit, 6 semester-hours.* ASSISTANT PROFESSOR TOWE.

POLITICAL SCIENCE

FOR JUNIORS AND SENIORS

**2. American Government and Politics.**—This course, which may be taken regardless of whether Course 1 has been taken, aims to afford a preparation for intelligent citizenship. A brief preliminary study of political organization in general will be followed by a more detailed study of the American political system. The subject matter includes the several departments of the national government, the structure and functions of state governments in the United States, and the political organization of smaller areas in America. Lectures, text-books and collateral reading. *Credit, 6 semester-hours.* ASSOCIATE PROFESSOR WILSON, ASSISTANT PROFESSOR RANKIN, AND MR. ORFIELD.

Course 2 or its equivalent is ordinarily prerequisite for any other course in political science. Students who have not had Course 2, but who have had other preparation found to be satisfactory, may be admitted to advanced courses by individual approval.

FOR SENIORS AND GRADUATES

**25<sup>a</sup>. American Political Parties and Practical Politics.**—A study of the historical development, organization and methods of political parties in the United States. Special attention will be given to current American politics during the presidential election year. *First semester. Credit, 3 semester-hours.* ASSISTANT PROFESSOR RANKIN.

**25<sup>b</sup>. Parliamentary Government.**—This course, being a comparative study of popular governments in modern states, deals particularly with the political systems of the British Empire, France, Germany and Switzerland. Lectures, class-room discussions, assigned readings, and special reports. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR RANKIN.

ment, as developed through judicial interpretation. Emphasis is placed upon problems of current importance. Lectures, reading of cases, assigned legal problems. *First semester. Credit, 3 semester-hours.*

ASSOCIATE PROFESSOR WILSON.

**8<sup>b</sup>. Railroad Regulation in the United States.**—A brief consideration of the general problem of governmental regulation of railroads will be followed by a more intensive study of the activities and powers of regulatory bodies, state and federal. The latter part of the course will be given to an analysis of the Transportation Act of 1920 and to its administration up to the present time. *Second semester. Credit, 3 semester-hours.*

ASSOCIATE PROFESSOR WILSON.

**9<sup>a</sup>. State Government in the United States.**—This course deals with the historical development of political institutions in the states of the Union, with the present organization of state governments, and with relations between state and federal governments. Special reports on assigned topics are required. Lectures, text-book assignments and collateral reading. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR RANKIN.

**9<sup>b</sup>. City and County Government.**—American city government is studied and compared with municipal organization in England, France and Germany. The commission-manager plan, the short ballot and the recall are among the topics given special consideration. The latter part of the course is devoted to a study of county government in the United States, with particular reference to North Carolina. Lectures, text-book assignments, and collateral reading. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR RANKIN.

**26<sup>a</sup>. Political Theory to the Seventeenth Century.**—In this course a survey is made of political thought from the time of Plato and Aristotle to the seventeenth century. Special emphasis is placed upon particular theorists and upon the development of important concepts in political theory. Readings, lectures, class-room discussions, and reports on special topics. *First semester. Credit, 3 semester-hours.*

ASSOCIATE PROFESSOR WILSON.

[Not offered in 1928-29.]

**26<sup>b</sup>. Modern Political Theory.**—The political theories of Hobbes, Locke, Rousseau, Montesquieu, Harrington, Burke and John Stuart Mill are studied with special reference to their influence upon American political thought. The latter part of the course deals with socialism and the modern idea of the state as expressed by Duguit, Laski and Krabbe. Lectures, assigned readings, and reports on special topics. *Second semester. Credit, 3 semester-hours.*

ASSOCIATE PROFESSOR WILSON.

[Not offered in 1928-29.]

**27. International Law and International Organizations.**—This course includes a study of the elements of international law and the application of principles through recent judicial interpretation and in international negotiations. Particular attention is given to the manner in which the law has been interpreted and applied by the United States. Among the international public organizations studied, the League of Nations and the Permanent Court of International Justice will be considered in some detail. Lectures, case-book assignments, and hypothetical cases for special preparation and class-room discussion. *Credit, 6 semester-hours.*

ASSOCIATE PROFESSOR WILSON.

### DEPARTMENT OF EDUCATION

PROFESSORS HOLTON, PROCTOR, AND CHILDS, ASSISTANT PROFESSORS CARR AND DOUGLAS, AND MRS. SMITH, MR. MCDONALD, MR. CURTIS, AND MISS GRAY

The purposes of the Department of Education are (1) to develop greater appreciation of the value of the school as an institution; (2) to impart a knowledge of educational principles and methods of teaching; (3) to acquaint the student with the status of elementary and secondary education of the present day and to equip him for service in these fields as superintendent, supervisor, principal, or teacher; (4) to make a careful study of educational conditions and needs in North Carolina and in the South.

Courses in the department are designed for three groups of students: (1) students with teaching experience or others who have definitely chosen teaching as their life work; (2) Juniors and Seniors who desire to study the school as an outstanding social institution; and (3) teachers working in Durham or other cities and counties whose work is sufficiently accessible to the University to permit them to enroll in Saturday and afternoon classes.

Students who do not expect to teach but merely desire an understanding of the school as part of a liberal education are advised to elect such courses as 4 and 5 for their introductory work in the department and then to elect further work in accordance with their special interests.

Students who expect to enter college teaching are advised to elect in their sophomore or junior year courses 4 and 5 and to elect their remaining six semester-hours of required work in the department from courses in the field of principles of teaching, educational psychology, experimental education, and history of education or educational sociology. These students should shape their courses as outlined in the Teaching Group (VI) of the Groups of Studies, Class A, as described in this catalogue.

Students who are preparing to teach in high school should enter Teaching Group, Class B, of the Groups of Studies. In education they should take in their sophomore year courses B and either 1 or 4 in their junior year, course 5 (if 1 was taken in the sophomore year) or course 3 (if 4 was taken in the sophomore year) and course 6; and in their senior

year course 10<sup>b</sup> and materials and methods courses in two fields of high school teaching.

Students who are preparing to teach in the elementary school should enter Teaching Group, Class C. In their freshman year they should take courses B and 1; in their sophomore year, courses 4 and 3; in their junior year, course 5 and an elective approved by the professor of elementary education; and in their senior year, course 2.

Students who are preparing to serve as principals, superintendents, or supervisors should enter Teaching Group, Class D, of the Groups of Studies. In their freshman year they should take courses B and 1; in their sophomore year, courses 4 and 3; in their junior year, course 5 and an elective approved by the professor of secondary education or the professor of elementary education; and in their senior year materials and methods courses following the election of the junior year and six semester-hours of senior-graduate work in school administration and supervision.

#### FOR FRESHMEN

**A. Orientation Course in Study and Study Habits.**—A course for freshmen whose high school and other records indicate the need of help in working out a satisfactory method of study. The factors of study, the use of text-books, note-taking from lectures and parallel readings, and applications of the factors of study to the daily problems of the student are among the matters considered. *Either semester. Credit, 3 semester-hours.*

PROFESSORS HOLTON AND PROCTOR, AND  
ASSISTANT PROFESSOR DOUGLAS.

#### FOR FRESHMEN AND SOPHOMORES

**B. The Learning Process.**—A course in elementary educational psychology, required of all freshmen and sophomores entering Group VI. *Either semester. Credit, 3 semester-hours.*

PROFESSOR CHILDS AND ASSISTANT PROFESSOR DOUGLAS.

#### FOR FRESHMEN WHO HAVE HAD COURSE B, AND FOR SOPHOMORES

**1. Introduction to Teaching.**—A survey of the work of the teacher intended to assist the pupil in choosing intelligently some field of teaching work for future specialization. Topics: qualifications and training of teachers, nature and aims of education, nature and purpose of public school curricula, nature of subject-matter and its relation to pupil activity, modern classroom procedure in teaching. *Either semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR CARR.

#### FOR SOPHOMORES WHO HAVE HAD COURSE B, AND FOR JUNIORS

**4. Introductory Course in the History of Education.**—A study of the types of educational systems and institutions evolved in western Europe and the United States as an introduction to current educational problems. *Either semester. Credit, 3 semester-hours.*

PROFESSOR HOLTON.

FOR SOPHOMORES WHO HAVE HAD COURSE I AND FOR JUNIORS

**5. Introduction to Educational Sociology.**—A study of social forces, processes, and values as affecting education, and the interaction of school and community. *Either semester. Credit, 3 semester-hours.*

PROFESSOR CHILDS AND MR. McDONALD.

FOR JUNIORS

**3. School Organization and Administration for the Classroom Teacher.**—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. *Either semester. Credit, 3 semester-hours.*

PROFESSOR PROCTOR AND MR. McDONALD.

FOR JUNIORS AND SENIORS

**2A<sup>a</sup>. Methods of Teaching and Presentation of Subject-Matter in the Primary School.**—A study of materials and methods in the mother-tongue, writing, and number in the primary grades. A minimum of fifteen laboratory periods of observation and practice-teaching. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR CARR AND MISS GRAY.

**2A<sup>b</sup>. Methods of Teaching and Presentation of Subject-Matter in the Primary School.**—A study of materials and methods in the primary subjects other than language, reading, writing, and arithmetic. A minimum of fifteen laboratory periods of observation and practice-teaching. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR CARR AND MISS GRAY.

**2B<sup>a</sup>. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.**—A study of materials and methods in the language, reading, and arithmetic of the grammar grades. A minimum of fifteen laboratory periods of observation and practice-teaching. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR CARR.

**2B<sup>b</sup>. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.**—A study of materials and methods in the grammar grade subjects other than language, reading, and arithmetic. A minimum of fifteen laboratory periods of observation and practice-teaching. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR CARR.

**6. Principles of Secondary Education.**—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. *Either semester. Credit, 3 semester-hours.*

PROFESSOR CHILDS AND MR. CURTIS.

**8<sup>a</sup>. Mental Tests and Applications.**—A study of the development of intelligence testing, the conception of general intelligence, and various recent applications of mental tests. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR DOUGLAS.

[Not offered in 1928-29.]

**8<sup>b</sup>. Educational Measurements.**—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. *First semester. Credit, 3 semester-hours*  
ASSISTANT PROFESSOR DOUGLAS.

[Not offered in 1928-29.]

FOR SENIORS

**10<sup>b</sup>. General Methods in the High School: Observation and Practice Teaching.**—A required course in Group VI, Class B, open only to seniors who have completed or are carrying course 6. All observation and practice work preceded and followed by study of methods and control in the secondary school. *Either semester. Credit, 3 semester-hours.*  
PROFESSOR PROCTOR AND MR. CURTIS.

**12. The Curriculum and Materials of the Elementary Grades.**—A study of curriculum problems in the elementary school. *First semester. Credit, 3 semester-hours.*  
ASSISTANT PROFESSOR CARR.

[Not offered in 1928-29.]

**22. Methods of Teaching and Supervising the Fundamental Subjects.**—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. *Second semester. Credit, 3 semester-hours.*  
ASSISTANT PROFESSOR CARR.

[Not offered in 1928-29.]

FOR SENIORS AND GRADUATES

**7. Technique of Teaching.**—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite: teaching experience or six semester-hours of work in materials and methods. *First semester. Credit, 3 semester-hours.*  
ASSISTANT PROFESSOR CARR.

**9. Statistical Methods Applied to Education.**—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. *First semester. Credit, 3 semester-hours.*  
ASSISTANT PROFESSOR DOUGLAS.

[Not offered in 1928-29.]

**10<sup>a</sup>. Psychological Principles of Secondary Education.**—A study of adolescence and the psychology of learning as applied to teaching the principal high school subjects. *Second semester. Credit, 3 semester-hours.*  
PROFESSOR CHILDS.

[Not offered in 1928-29.]

**11. Introduction to the Philosophy of Education.**—A consideration of fundamental concepts underlying educational theory. *First semester. Credit, 3 semester-hours.*  
PROFESSOR HOLTON

[Not offered in 1928-29.]

**13<sup>a</sup>. Legal Phases of School Administration.**—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. *First semester. Credit, 3 semester-hours.*

PROFESSOR HOLTON.

[Not offered in 1928-29.]

**13<sup>b</sup>. Studies in the Historical Development of Public School Administration.**—An advanced course devoted to the development of public school administration in the South, with especial reference to North Carolina as a type. *Second semester. Credit, 3 semester-hours.*

PROFESSOR HOLTON.

[Not offered in 1928-29.]

**14. History of Education in the United States.**—A study of the development of the American public school and the interaction of higher education and the public school. *First semester. Credit, 3 semester-hours.*

PROFESSOR HOLTON.

**15<sup>a</sup>. Sociological Foundations of the Secondary School Subjects.**—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite: six semester-hours in education, including course 5. *First semester. Credit, 3 semester-hours.*

PROFESSOR CHILDS.

**15<sup>b</sup>. Principles of Vocational Guidance.**—A study of the objectives and underlying principles of vocational education, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite: six semester-hours in educational sociology, preferably courses 5 and 15<sup>a</sup>. *Second semester. Credit, 3 semester-hours.*

PROFESSOR CHILDS.

**15<sup>c</sup>. Rural Sociology.**—A study of rural life with emphasis upon the social and economic forces which apply to the life of the rural community. *First semester. Credit, 3 semester-hours.*

PROFESSOR CHILDS.

[Not offered in 1928-29.]

**16. Secondary School Organization and Administration.**—A study of the outstanding problems of secondary school organization and administration other than the problem of gradation and classification of pupils. *Second semester. Credit, 3 semester-hours.*

PROFESSOR PROCTOR.

[Not offered in 1928-29.]

**17<sup>a</sup>. The Teaching of High School History.**—Identical with History 12. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *Credit, 6 semester-hours.*

ASSOCIATE PROFESSOR SHRYOCK.



**17<sup>b</sup>. The Teaching of Mathematics.**—Identical with Mathematics 13. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *Second semester. Credit, 3 semester-hours.*  
PROFESSOR RANKIN.

**17<sup>c</sup>. The Teaching of Physical Education.**—Identical with Physical Education 1. The course counts as half-credit in the Department of Education for students who have had or are carrying Education 6 or 10<sup>b</sup> or other approved course in secondary education. *First and second semesters.*  
MISS GROUT.

**17<sup>d</sup>. The Social and Economic Position of Women.**—A course in vocational guidance for women that counts as a general elective, but not as part of either a major or minor in Education or toward a North Carolina state teacher's certificate. The purpose of the course is to give the historical background of the changing social and economic position of women, the contributions made by outstanding women, the vocational opportunities open to women, and an interest in having a vocation and preparing for it. *Second semester. Credit, 2 semester-hours.*  
MRS. SMITH.

**18<sup>a</sup>. Experimental Education.**—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. *First semester. Credit, 3 semester-hours.*  
ASSISTANT PROFESSOR DOUGLAS.

[Not offered in 1928-29.]

**18<sup>b</sup>. Investigation of Study Problems.**—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. *Second semester. Credit, 3 semester-hours.*  
ASSISTANT PROFESSOR DOUGLAS.

[Not offered in 1928-29.]

**24. Current Problems in Public Education as Revealed Through School Surveys.**—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. *Second semester. Credit, 3 semester-hours.*  
PROFESSOR HOLTON.

**26. History of Secondary Education in the United States.**—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. *First semester. Credit, 3 semester-hours.*  
PROFESSOR PROCTOR.

[Not offered in 1928-29.]

**28. Psychology of Learning.**—A study of different types of learning, the principles which underlie successful guidance of learning, methods and conditions of learning, individual differences, etc. Constant reference to experimental literature. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR DOUGLAS.

**32. Elementary School Supervision.**—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR CARR.

**33. Administrative Pupil Accounting.**—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. *First semester. Credit, 3 semester-hours.*

PROFESSOR PROCTOR.

**34. Recent Movements in American Education.**—An intensive study of educational thought and practice since 1900. *First semester. Credit, 3 semester-hours.*

PROFESSOR HOLTON

[Not offered in 1928-29.]

FOR TEACHERS IN SERVICE AND FOR OTHER STUDENTS BY PERMISSION

Teachers are referred to the courses listed for seniors and graduates on this page and preceding pages scheduled for late afternoon hours and Saturday periods. Graduate teachers will find other courses in the graduate section of the annual catalogue and in the graduate bulletin. The following undergraduate courses are offered when there is sufficient demand from teachers in the elementary schools.

**T 2<sup>c</sup>. The Teaching and Supervision of Elementary Arithmetic.**—A study of the teaching of arithmetic in the elementary school. *Credit, 2 semester-hours.*

ASSISTANT PROFESSOR CARR.

[Not offered in 1928-29 unless as many as 10 teachers enroll.]

**T 2<sup>d</sup>. The Teaching of Reading in the Elementary Grades.**—A study of objectives of instruction in reading, modern program of reading instruction, relation of reading to other school subjects, materials for instruction, and testing and diagnosing reading difficulties. *Credit, 2 semester-hours.*

ASSISTANT PROFESSOR CARR.

[Not offered in 1928-29 unless as many as 10 teachers enroll.]

**T 2<sup>e</sup>. The Teaching of Geography in the Grades.**—A study of the selection and organization of materials from the fields of human, physical, and industrial geography. *Credit, 2 semester-hours.*

ASSISTANT PROFESSOR CARR.

[Not offered in 1928-29 unless as many as 10 teachers enroll.]

## DEPARTMENT OF ENGINEERING

## ASBURY BUILDING

PROFESSORS HALL AND BIRD, ASSOCIATE PROFESSORS SEELEY AND SCHEALER

## DRAWING

**CE 1-2. Engineering Drawing.**—Orthographic projection, lettering, pictorial representation, intersections and developments. Two three-hour drafting periods weekly, through the year. *Total credit, 4 semester-hours.* MR. BIRD.

**CE 3. Descriptive Geometry.**—Problems relating to point, line, plane, solid. Prerequisite, CE 1-2. One class and one three-hour drafting period weekly. *First semester. Credit, 2 semester-hours.* MR. BIRD.

## MECHANICS

**CE 6. Mechanics.**—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, momentum. Prerequisite, Mathematics 3<sup>a</sup>. Four class periods weekly. *Second semester. Credit, 4 semester-hours.* MR. BIRD.

**CE 7. Hydraulics.**—Hydrostatics; flow of water through orifices, weirs, pipes and open channels; general principles of water wheels and turbines. Prerequisite, CE 6. Three class and one three-hour laboratory period weekly. *First semester. Credit, 4 semester-hours.* MR. HALL.

**CE 8. Strength of Materials.**—Elastic bodies under stress; flexure of simple, overhanging, fixed and continuous beams; columns; combined stresses; etc. Prerequisite, CE 6. Three class periods weekly. *Second semester. Credit, 3 semester-hours.* MR. BIRD.

**CE 9. Materials of Engineering.**—Study and testing of materials. One class and one three-hour laboratory period weekly. *First semester. Credit, 2 semester-hours.* MR. BIRD.

[Not offered in 1928-29.]

## CIVIL ENGINEERING

**CE 10. Plane Surveying.**—Exercise in use of chain, tape, compass, level, transit and plane-table; surveys and resurveys. Eight hours a day, three weeks. *Credit, 3 semester-hours.* MR. HALL.

**CE 11. Plane Surveying.**—Care and adjustment of instruments; differential and profile leveling; use of sextant; transit surveys. Prerequisite, CE 10. Two three-hour field periods weekly. *First semester. Credit, 2 semester-hours.* MR. HALL.

**CE 12. Curves and Earthwork.**—Simple, compound, and easement curves, earthwork computations, and mass diagrams as applied to highway work; observations on Sun and polars for latitude, time and azimuth. Three class periods weekly. *Second semester. Credit, 3 semester-hours.* MR. HALL.

**CE 14. Advanced Surveying.**—Field work in connection with course CE 12. Slope staking, earthwork, simple and compound curves; determination of meridian by observations on Polaris and Sun. Concurrent with CE 12. Three three-hour field periods weekly. *Second semester. Credit, 3 semester-hours.* MR. HALL.

**CE 15. Highway Engineering.**—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. Two class periods weekly. *First semester. Credit, 2 semester-hours.* MR. HALL.

**CE 16. Highway Engineering.**—Testing of cement, sand, gravel and bituminous materials. Two three-hour laboratory periods weekly. *Second semester. Credit, 2 semester-hours.*

DEPARTMENT OF CHEMISTRY AND MR. HALL.

[Not offered in 1928-29.]

**CE 17. Railroad Engineering.**—Construction and maintenance of track and track-work, economics, operating conditions affecting location. Three class periods weekly. *First semester. Credit, 3 semester-hours.*

MR. BIRD.

**CE 22. Hydrology.**—Factors affecting precipitation; evaporation from land and water surfaces; relation of precipitation to run-off; estimating run-off; floods and flood flows; applications of Hydrology. Three class periods weekly. Prerequisite, CE 7. *Second semester. Credit, 3 semester-hours.* MR. HALL.

**CE 23. Public Water Supply.**—Quantity and quality of water required; hydraulics of wells; reservoirs; works for purification and distribution of water; tests and standards of purity of water for drinking purposes. Prerequisite, CE 22. Two class periods weekly. *First semester. Credit, 2 semester-hours.* MR. HALL.

[Not offered in 1928-29.]

**CE 24. Sewerage.**—Sewerage systems; rainfall and storm water flow; size of storm and sanitary sewers; sewage disposal. Prerequisite, CE 22. Two class periods weekly. *Second semester. Credit, 2 semester-hours.* MR. HALL.

[Not offered in 1928-29.]

**CE 31. Steel Structures—Stresses.**—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges including sub-divided panels, wind bracing. Prerequisite, CE 6. Two class and one three-hour computation periods weekly. *First semester. Credit, 3 semester-hours.*

MR. BIRD.

**CE 32. Steel Structures—Design.**—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, CE 8, 31. Two class and two three-hour drafting periods weekly. *Second semester. Credit, 4 semester-hours.* MR. BIRD.

**CE 33. Reinforced Concrete.**—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, CE 8. Three class periods weekly. *First semester. Credit, 3 semester-hours.* MR. BIRD.

**CE 34. Masonry Structures.**—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisites, CE 8, 33. Three class periods weekly. *Second semester. Credit, 3 semester-hours.*

MR. BIRD.

#### ELECTRICAL ENGINEERING

**EE 1. Principles of Electrical Engineering.**—An elementary course covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. Prerequisites, Physics for Engineers, Mathematics 3 (or concurrent). Three class and one three-hour laboratory period weekly. *Both semesters. Credit, 8 semester-hours.* MR. SEELEY.

**EE 1<sup>a</sup>. Principles of Electrical Engineering.**—A short elementary course covering the principles of direct current and alternating current machinery, especially designed for students in civil engineering. Prerequisites, Physics for Engineers. Two class and one three-hour laboratory period weekly. *First semester. Credit, 3 semester-hours.*

MR. SCHEALER.

**EE 2. Principles of Electrical Engineering: Advanced Direct Current Machinery.**—A study of the principles which underlay the design and operation of all types of direct current machinery. Prerequisites, EE 1, Mathematics 3. Two class and one three-hour laboratory period weekly. *First semester. Credit, 3 semester-hours.* MR. SCHEALER.

**EE 3. Principles of Electrical Engineering: Advanced Alternating Currents.**—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, EE 1, Mathematics 3. Three class periods weekly. *First semester. Credit, 3 semester-hours.*

MR. SCHEALER.

**EE 4. Principles of Electrical Engineering: Advanced Alternating Current Machinery.**—The principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, parallel operation of alternators, polyphase and single phase induction motors, series and repulsion motors, synchronous converters, static transformers. Prerequisite, EE 3. Five class and one three-hour laboratory period weekly. *Second semester. Credit, 6 semester-hours.*

MR. SCHEALER.

**EE 5. Electrical Transmission.**—A course of lectures and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of trans-

mission line problems. Concurrent with EE 3. Prerequisites, EE 1, 2. Three class periods weekly. *First semester. Credit, 3 semester-hours.*

MR. SCHEALER.

**EE 6. Electric Railways.**—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Prerequisite, EE 1. Three class periods weekly. *Second semester. Credit, 3 semester-hours.*

MR. SCHEALER.

**EE 7. High Frequency Alternating Currents.**—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum tube circuits, wire and wireless telephone circuits. Prerequisites, EE 3, Mathematics 6. Three class periods weekly. *Both semesters. Credit, 6 semester-hours.*

MR. SEELEY.

**EE 8. Electric Power Stations.**—A course of lectures and recitations pertaining to the design, construction and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered fuel and stoker equipment; switchboards; instruments and protective devices; operation and management; visits to neighboring plants. Prerequisites, EE 1, ME 2. Three class periods weekly. *Second semester. Credit, 3 semester-hours.*

MR. SCHEALER

**ME 1. Elements of Mechanism.**—A short course covering revolving and oscillating bodies, drives, transmissions, gears, gear trains, cams, linkages, and miscellaneous composite mechanisms. Prerequisite, Freshman Mathematics. One class and one three-hour drafting period weekly. *First semester. Credit, 2 semester-hours.*

MR. SEELEY.

**ME 2. Elementary Thermodynamics and Heat Engines.**—Introduction to the principles and applications of thermodynamics. A study of the properties of steam and the equipment for its generation and utilization, with some time spent on the internal-combustion engine. Inspection trips are made to neighboring power plants. Prerequisites, Physics for Engineers, Mathematics 3 (or concurrent). Three class periods weekly. *Both semesters. Credit, 6 semester-hours.*

MR. SEELEY.

## DEPARTMENT OF ENGLISH

PROFESSORS BROWN, GILBERT, WHITE, BAUM, HUBBELL, AND GREENE,  
ASSISTANT PROFESSOR MITCHELL, MESSRS. JORDAN, BLACKBURN,  
PATTON, WARD, AND GREGORY, AND MRS. VANCE

**1. English Composition and English Poetry.**—A course in English composition and English poetry. During the first semester the work of the course consists chiefly of composition; during the second term it is divided between the study of literature and writing. *Credit, 6 semester-hours.*

PROFESSOR BROWN, ASSISTANT PROFESSOR MITCHELL,  
MESSRS. JORDAN, BLACKBURN, PATTON, WARD,  
AND GREGORY, AND MRS. VANCE.

Students who receive a grade of 75 or more in the work of composition of both semesters and a grade of 75 or more, in the work in literature are transferred on recommendation of their instructors to sections of English 2 for work in English during their Sophomore year; those whose grades in the work of composition of both semesters fall between 70 and 75 are transferred for work in English during their Sophomore year to sections of English C 2; those students who do not earn a grade of 70 in composition during the first semester are required to continue the study of composition during the second semester; if they earn the passing grade of 70 or more in the work of composition at the end of the second semester, they receive credit for the first half-year of work, and during their Sophomore year they do the work of the second semester of English 1; students whose grades in the work of composition for both semesters fall below 70 must repeat the entire course during their second year.

**C 2. English Composition.**—A second course in composition for Sophomores. *Credit, 6 semester-hours.*

MR. JORDAN.

Students who are required to take English C 2 may take English 2 as an elective.

**2. Prose Literature.**—This course, for Sophomores and others, consists of a reading and study of selected works of the best writers of prose and of lectures on the lives of the authors studied, the periods of literary history, and the origin and growth of the various types of prose literature. Special emphasis is placed upon the study of biography. *Credit, 6 semester-hours.*

PROFESSORS GREENE AND HUBBELL, MR. BLACKBURN, AND MRS. VANCE.

English 2 or C 2 is required of all Sophomores; English 2 is open as an elective to all undergraduates who do not take it as a required course. Sophomores who passed English 1 with recommendation to sections of English 2 may take C 2 as their required English in their second year and carry English 2 as an elective. English 2 or its equivalent is required of all students who do their major work in English.

**C 3<sup>a, b</sup>. Composition.**—This is a practical course for all students who desire a greater mastery and facility in the use of the language than they get from courses 1 and C 2 and who want some specific training in the vocation they expect to follow.

During the first semester chief attention is given to the building of a vocabulary, the mastery of the technique of style, the making and developing of all kinds of outlines and briefs, the preparation of bibliographies, and the writing of business letters and the many other forms of expository composition.

During the second semester the students are divided into groups and given assignments in the fields of activity in which they expect to work—such assignments as the presentation of actual business propositions, the exposition of the results of actual scientific experiments, reporting all the many kinds of news in the city and country, the preparation of briefs for law-courts and development of these outlines into finished arguments, the outlining and developing of sermons. *Credit, 6 semester-hours.*

PROFESSOR MITCHELL.

A student may take course **C 3<sup>a</sup>** only and receive credit for three semester-hours, but only in rare instances may a student enroll in course **C 3<sup>b</sup>** without having had course **C 3<sup>a</sup>**. Students who wish to take the other courses in journalism must have credit for at least the first half of this course. Students who wish to take this course must have made a grade of 75 or more in English 1, or they must have credit for English 1 and English **C 2**.

**C 14<sup>a,b</sup>. Journalism.**—This course offers further study and practice in composition to those who have done especially good work in English 1 and in English **C 2**. It is planned to satisfy the needs of those who want to become efficient in all the higher forms of writing to be found in newspapers and magazines. *Credit, 6 semester-hours.*

PROFESSOR HUBBELL.

Students who enroll for this course must have the consent of the instructor, and they should have credit for both courses **3<sup>a</sup>** and **3<sup>b</sup>**; however, a student may enroll for either semester of course **C 14** without having had course **C 3<sup>b</sup>**.

**3. Shakespeare.**—All of Shakespeare's plays are read; nine are studied critically in class. *Credit, 6 semester-hours.*

PROFESSOR BROWN.

**4. American Literature.**—This course considers in an exhaustive manner the works of some of the American writers. *Credit, 6 semester-hours.*

PROFESSOR HUBBELL.

Course 4 is open only to Seniors and Graduates.

**5<sup>a,b</sup>. English Literature, 1798-1832.**—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. *Credit, 6 semester-hours.*

PROFESSOR WHITE.

**6<sup>a,b</sup>. Chaucer.**—*Credit, 6 semester-hours.*

PROFESSOR BAUM.

Course **6<sup>a,b</sup>** is open only to Seniors and Graduates; the number is limited to twenty-five students.

[Not offered in 1928-29.]

**7. Anglo-Saxon.**—This course requires no previous study of Anglo-Saxon. The first semester is given to a thorough study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of *Beowulf*. *Credit, 6 semester-hours.*

PROFESSOR BAUM.

Course 7 is open only to Seniors and Graduates, and the number is limited to twenty-five.

**8. Middle English.**—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language. *Credit, 6 semester-hours.*

PROFESSOR BAUM.

Students may elect course 8 without having studied either Old or Middle English. Open only to Seniors and Graduates.

[Not offered in 1928-29.]



**9<sup>a,b</sup>. The Drama of the Elizabethan Period.**—A study of the drama in England from its beginnings to 1640. *Credit, 6 semester-hours.*

PROFESSOR GILBERT.

Course 9 is open to Seniors and Graduates; the number is limited to twenty-five.

[Only the first half of this course is offered in 1928-29.]

**10<sup>a</sup>. English Literature, 1550-1625.**—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. *First semester. Credit, 3 semester-hours.*

PROFESSOR GREENE.

Course 10<sup>a</sup> is open only to Seniors and Graduates; the number of students is limited to twenty-five.

[Not offered in 1928-29.]

**10<sup>b</sup>. English Literature, 1625-1660.**—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. *Second semester. Credit, 3 semester-hours.*

PROFESSOR GREENE.

Course 10<sup>b</sup> is open only to Seniors and Graduates, and the number of students is limited to twenty-five.

[Not offered in 1928-29.]

**11<sup>a</sup>. English Literature, 1660-1744.**—*First semester. Credit, 3 semester-hours.*

PROFESSOR WHITE.

Course 11<sup>a</sup> is open only to Seniors and Graduates, and the number of students is limited to twenty-five.

[Not offered in 1928-29.]

**11<sup>b</sup>. English Literature, 1744-1798.**—In this course a study is made of the literature of the last half of the eighteenth century and of the development of the periodical essay, the novel, and the spirit of Romanticism. *Second semester. Credit, 3 semester-hours.*

PROFESSOR WHITE.

Course 11<sup>b</sup> is open only to Seniors and Graduates, and the number of students is limited to twenty-five.

[Not offered in 1928-29.]

**12. The History of the Novel in England.**—*Credit, 6 semester-hours.*

PROFESSOR WHITE.

[Not offered in 1928-29.]

**13<sup>a,b</sup>. English Romances.**—This course consists of a rapid reading of the chief romances of the Middle English period. *Credit, 6 semester-hours.*

PROFESSOR BAUM.

[Not offered in 1928-29.]

**15. The Drama in England, 1640-1770.**—*First semester. Credit, 3 semester-hours.*

PROFESSOR BAUM.

Course 15 is open only to Seniors and Graduates.

**16<sup>a, b</sup>. The Teaching of Literature and Composition in the High School.**—This course is intended especially for those students who expect to teach in the high schools and for teachers in the city or county who desire instruction in the teaching of English. The work of the course includes consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of literature, the planning of the high-school course, and the study of the most important English classics in the high-school curriculum. *Credit, 6 semester-hours.*  
 PROFESSOR GILBERT.

Course 16 is open to Seniors, Graduates, and teachers with experience. [Offered in 1928-29 only as a half-course (first semester) with credit of 3 semester-hours.]

**17<sup>a, b</sup>. The Ballad and Other Folk-Lore.**—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining, if possible, to conditions in his native county or section.  
 PROFESSOR BROWN.

[Not offered in 1928-29.]

**18<sup>a</sup>. The Drama, 1770-1892.**—*Credit, 3 semester-hours.*

PROFESSOR HUBBELL.

**18<sup>b</sup>. The Drama, 1892-1928.**—*Credit, 3 semester-hours.*

PROFESSOR HUBBELL.

**19<sup>a</sup>. Contemporary Poetry and Verse-Writing.**—Beginning with a study of the elements and technique of poetry, this course proceeds to a general survey of twentieth-century poetry, giving special attention to the various modern forms and tendencies. *First semester. Credit, 3 semester-hours.*  
 PROFESSOR WHITE.

A student may enroll for 19<sup>a</sup> only, but no one is expected to enroll for 19<sup>b</sup> without credit for 19<sup>a</sup>.

[In 1928-29 this course is given in the second semester.]

**19<sup>b</sup>. Contemporary Poetry and Verse-Writing.**—The work of this course consists chiefly of the writing of verse by members of the class and of criticism in the class of the manuscript. *Second semester. Credit, 3 semester-hours.*  
 PROFESSOR WHITE.

No student may enroll for this course without the consent of the instructor; only a small number can be admitted to the course.

[Not offered in 1928-29.]

**20. Spenser and Milton.**—An exhaustive study of the works of Spenser and Milton. The course offers special opportunity for research. *Credit, 6 semester-hours.*  
 PROFESSOR GILBERT.

Course 20 is open only to Seniors and Graduates, and the number is limited to twenty-five.

[Not offered in 1928-29.]

**21<sup>a,b</sup>. Critical Study of Literary Masterpieces.**—The history and problems of literary criticism are rapidly surveyed, and then some of the masterpieces of English literature are carefully read and discussed. The first semester is devoted mainly to the essay and related forms; the second, to other types, including narrative and lyric poetry, the novel, and the short-story. *Credit, 6 semester-hours.* PROFESSOR BAUM.

**22<sup>a</sup>. Stage Problems.**—This course deals with all phases of play-producing, lighting, scenery, costuming, directing, and similar problems. *Credit, 3 semester-hours.* PROFESSOR \_\_\_\_\_.

[Not offered in 1928-29.]

**22<sup>b</sup>. History of the Theatre.**—This course deals with methods of play-production in the various historical periods of dramatic literature. *Credit, 3 semester-hours.* PROFESSOR \_\_\_\_\_.

[Not offered in 1928-29.]

**23<sup>a</sup>. Play-Producing.**—This is a course in the actual presentation of plays. Attention is given to voice-cultivation, stage-business, and other problems. *Credit, 3 semester-hours.* PROFESSOR \_\_\_\_\_.

[Not offered in 1928-29.]

**23<sup>b</sup>. Special Problems in Play-Production.**—This course continues the work of 23<sup>a</sup>. Emphasis is placed on the presentation of plays representative of the various periods of dramatic history. *Credit, 3 semester-hours.* PROFESSOR \_\_\_\_\_.

[Not offered in 1928-29.]

**24<sup>a,b</sup>. Bibliography and Methods of Research.**—*Credit, 6 semester-hours.* PROFESSORS GILBERT AND WHITE.

Open only to Graduate students. This course or its equivalent is required of all candidates for higher degrees in English.

**25<sup>a</sup>. English Literature, 1832-1892.**—In this course a study is made of the prose and poetry of the last half of the nineteenth century with especial emphasis on the works of Tennyson and Browning. *First semester. Credit, 3 semester-hours.* PROFESSOR GREENE.

**25<sup>b</sup>. English Literature, 1892-1920.**—This course consists of a study of the chief writers of prose and poetry, 1892 to 1920. *Second semester. Credit, 3 semester-hours.* PROFESSOR GREENE.

**26<sup>a,b</sup>. English Literature, 1400-1550.**—Effort is made in this course to acquaint the student with the lives and works of the principal writers of prose and verse during the Age of Transition, with those influences at work during the Wars of the Roses, and with the significance of the spread of the Renaissance in England. *Credit, 6 semester-hours.*

PROFESSOR BAUM.

Course 26<sup>a,b</sup> is open only to Seniors and Graduates; the number is limited to twenty-five.

[Not offered in 1928-29.]

27<sup>a,b</sup>. **Studies in the Romantic Poets of the Early Nineteenth Century.**—This course considers in an exhaustive manner the works of some of the Romantic poets. *Credit, 6 semester-hours.* PROFESSOR WHITE.

Course 27 is open only to Seniors and Graduates; the number of students is limited to twenty-five.

[Only 27<sup>b</sup> is given (second semester) in 1928-29.]

28<sup>a,b</sup>. **American Literature.**—This course consists of wide reading in American prose and poetry. *Credit, 6 semester-hours.*

PROFESSOR HUBBELL.

[Not offered in 1928-29.]

29. **Dryden.**—A study is made of the works of Dryden as related to the thought, form, and spirit of Restoration literature. *First semester. Credit, 3 semester-hours.*

PROFESSOR GREENE.

[Not offered in 1928-29.]

30. **The English Critical Essay.**—A study of the development of the English critical essay from the seventeenth century to the present. *Second semester. Credit, 3 semester-hours.*

PROFESSOR GREENE.

31. **The Early Renaissance.**—A seminar in the literature and language of the early Renaissance in England and Scotland. *Both semesters. Credit, 3 semester-hours.*

PROFESSOR BAUM.

Open to Graduates only.

32<sup>a</sup>. **Literary Criticism.**—A history of literary criticism to 1700. *Credit, 3 semester-hours.*

PROFESSOR GILBERT.

Open to Seniors and Graduates.

[Not offered in 1928-29.]

32<sup>b</sup>. **Literary Criticism.**—A history of literary criticism from 1700 to the present. *Credit, 3 semester-hours.*

PROFESSOR GILBERT.

Open to Seniors and Graduates.

[Not offered in 1928-29.]

#### ARGUMENTATION AND PUBLIC SPEAKING

##### FOR SOPHOMORES, JUNIORS, AND SENIORS

**Public Speaking.**—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. *First semester. Credit, 3 semester-hours.*

MR. HERRING.

**Argumentation.**—A course dealing with the principles of argumentation and debating with especial emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. *Second semester. Credit, 3 semester-hours.*

MR. HERRING.

## DEPARTMENT OF GERMAN

PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER, MR. WILSON,  
AND DR. SHEARS.

The Department of German attempts in the courses offered below to meet the needs of two classes of students, those intending to make a systematic and prolonged study of the German language and literature and those wishing to acquire a ready reading knowledge of modern German prose. The opportunity to write a great many exercises and see them carefully corrected, to take frequent dictations in German, and to hear the language spoken a part of each recitation-hour in the elementary courses ought to put the student in position to understand a connected lecture in German.

## FOR ALL STUDENTS

**1. Elementary German.**—Pronunciation and grammar; translation from German into English and from English into German; dictation, easy prose and poetry. *Credit, 6 semester-hours.*

PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER,  
MR. WILSON AND DR. SHEARS.

**2. Intermediate German.**—Grammar and composition; dictation; spoken German; reading of narrative and dramatic prose beginning with such texts as Wildenbruch's *Das edle Blut* or Benedix's *Die Hochzeitsreise*. *Credit, 6 semester-hours.*

PROFESSORS KRUMMEL AND VOLLMER,  
MR. WILSON AND DR. SHEARS.

## PRIMARILY FOR STUDENTS OF SCIENCE

**8. Scientific German.**—This course is devoted exclusively to the translation and, as soon as possible, to the reading without translation of modern scientific prose. *Credit, 6 semester-hours.*

PROFESSOR WANNAMAKER AND MR. WILSON.

This course is open to students who have completed courses 1 and 2, or course 1 with a grade of not less than 80.

## PRIMARILY FOR JUNIORS

**3. German Prose Fiction.**—Origin and development of the German novel; reading and discussion of typical selections from representative authors of the various literary movements of the nineteenth century. Lectures and reports. *Credit, 6 semester-hours.* PROFESSOR KRUMMEL.

**4. Introduction to the Classic Drama.**—A reading course designed to introduce the student to the drama of the great classic period. Selected plays from Lessing, Schiller, Kleist, and Goethe are studied. *Credit, 6 semester-hours.* MR. WILSON.

**6. German Drama of the Nineteenth Century.**—An extended study of the leading dramatists from Kleist to Hauptmann. Lectures, collateral reading and reports. *Credit, 6 semester-hours.* PROFESSOR KRUMMEL.

[Not offered in 1928-29.]

Courses 3, 4 and 6 are open to students who have completed courses 1 and 2 or their equivalent.

FOR JUNIORS AND SENIORS

**7. Advanced Composition: Conversation.**—In this course the grammar is thoroughly reviewed, and an opportunity is offered for much oral and written composition in German. While not primarily intended for teachers, this course is recommended for those who are specializing in German. *Credit, 6 semester-hours.* PROFESSOR KRUMMEL.

[Not offered in 1928-29.]

**9. Great Epochs in German Literature.**—A study of the great epochs of German literature through the medium of English translations. Lectures on the intellectual, spiritual and social development of the German people as reflected in the masterpieces of their literature. The most important works discussed will be read by the class in English translations. [No knowledge of the German language is required. May be elected in either or both semesters, but may not be taken as a required course in foreign language]. *Credit, 6 semester-hours; 3 semester-hours if taken in only one semester.* PROFESSOR VOLLMER.

**10. Schiller.**—Lectures on the life, the writings, and the philosophy of Schiller. Several of his historical dramas and prose works will be read. Prerequisite: German 1 and 2. *Credit, 6 semester-hours.*

PROFESSOR VOLLMER.

FOR SENIORS AND GRADUATES

**5. Goethe.**—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever widening interests and literary activities. *Credit, 6 semester-hours.* PROFESSOR KRUMMEL.

**11. Middle High German.**—A course in the language and literature of Germany's first classical period. Study of the grammar and translation of the great epics and selected lyrics into modern English or German. *First semester:* Wright's *Middle High German Primer*, Hartman von Aue's *Der arme Heinrich*. *Second semester:* Selections from *Das Nibelungenlied*, Gottfried von Strassburg's *Tristan und Isolde* and Wolfram von Eschenbach's *Parzival*. *Credit, 6 semester-hours.*

PROFESSOR VOLLMER.

**12<sup>a</sup>. Gothic.**—Phonology and morphology of Gothic as the basis of modern English and German. Lectures. Reading of the Ulfilas Gothic version of the Bible. Knowledge of modern German not essential. *First semester. Credit, 3 semester-hours.* PROFESSOR VOLLMER.

**12<sup>b</sup>. Leibniz to Romanticism.**—Lecture course covering eighteenth century German literature with special emphasis upon the contribution of the contemporary philosophy of Europe toward the development of Germany's chief classical period, culminating in Schiller and Goethe. Collateral reading and written reports. *Second semester. Credit, 3 semester-hours.* PROFESSOR VOLLMER.

## FOR GRADUATES

**13. German Seminar.**—A seminar will be conducted in the field of German Romanticism for properly qualified students. PROFESSOR VOLLMER.

## DEPARTMENT OF GREEK

PROFESSOR PEPPLER AND ASSISTANT PROFESSOR JOHNSON

The Department of Greek offers instruction to all grades of students, from those who have no knowledge of the language to those who wish to take advanced courses in order to specialize in it. It is possible for any student in college who desires to learn Greek to start with the elements and pursue the study as far as he wishes. The course for beginners, **9**, and that in Xenophon's *Anabasis*, **11**, are intended for students who have had no opportunity to study Greek before coming to college. For those who offer two or more units of Greek for admission and wish to continue it, more advanced courses are provided that lead up to the work of the graduate school.

Courses **6**, **7** and **15** are Greek courses in English and require no knowledge of the Greek language. The purpose in offering them is to give to a wider circle of students some conception of the debt which modern civilization owes to the Greeks.

**9. Course for Beginners.**—This course in the elements of classical Greek is designed to meet the needs of several classes of students: those who want Greek for its own sake, ministerial students who wish to prepare themselves to read the New Testament in the original, students of Latin and the modern languages who are hampered in their studies by their ignorance of Greek, and students of the sciences who need Greek to enable them to understand scientific nomenclature. It is, therefore, open as an elective to all students. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR JOHNSON.

**11. Xenophon.**—*Anabasis*, Books I-IV. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR JOHNSON.

Open to students who offer one unit of Greek for admission and to those who have completed course **9**.

**1. Homer.—*Iliad*, Books I-VI. *Credit, 6 semester-hours.***

PROFESSOR PEPLER.

Open to students who offer two units of Greek for admission and to those who have completed courses 9 and 11 or their equivalent.

**2. Plato.—*Apology, Crito*, and selections, together with collateral reading in the *Memorabilia* of Xenophon and in the *Clouds* of Aristophanes. **Euripides.**—One play, to serve as an introduction to Greek tragedy. *Credit, 6 semester-hours.***

PROFESSOR PEPLER.

Open to students who offer three units for admission and to others who have completed the required preliminary work.

FOR JUNIORS AND SENIORS

**12. Greek Prose Composition.**—The character of this course is determined by the needs of the students who elect it. *Credit, 2 semester-hours.*

PROFESSOR PEPLER.

**6. Greek Literature in English Translations.**—The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. It is, however, open as an elective to all Juniors and Seniors, whether they know Greek or not. First, the *Iliad* and the *Odyssey* are read in translation and illustrated with stereopticon views of the excavations and discoveries at Troy and other cities of the Mycenaean age; then, many of the extant plays of the three great tragic poets are studied in English translations. *Credit, 6 semester-hours.*

PROFESSOR PEPLER.

This course may be taken in the second semester regardless of whether it was taken in the first.

**7. Greek Art.**—Illustrated lectures, study of the textbook, and other assigned reading. For the sake of historical perspective, a cursory account of art in the Stone Ages and in Egypt and Mesopotamia is given at the beginning of the course; then some time is devoted to the art of prehistoric Greece. The principal object of study is the sculpture and architecture of classical Greece. No knowledge of Greek is required. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR JOHNSON.

**15. Greek History.**—Lectures, study of the textbook, and other assigned reading. The public institutions and private life of the Greeks receive attention. At the beginning of the course a rapid survey of the history of earlier peoples is given. No knowledge of Greek is required. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR JOHNSON.

FOR SENIORS AND GRADUATES

**3. Greek Drama.**—Selected plays are read, and their dramatic construction and distinctive features are discussed. *Credit, 6 semester-hours.*

PROFESSOR PEPLER.

**4. Homer.—*Odyssey, Pindar and Bacchylides.*—*Credit, 6 semester-hours.***

PROFESSOR PEPLER.



**5. Greek History.**—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. *Credit, 6 semester-hours.* PROFESSOR PEPLER.

**16<sup>a</sup>. Greek Archaeology.**—The topography and monuments of Athens will be studied, and other matter supplementary to course 7 will be presented. Course 16<sup>a</sup> is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Course 1 (or its equivalent) and 7 are prerequisites. *Credit, 3 semester-hours.* ASSISTANT PROFESSOR JOHNSON.

**16<sup>b</sup>. Greek Epigraphy.**—The history of the alphabet is studied, and important inscriptions are read for their content. Prerequisite, Greek 2 or its equivalent. *Credit, 3 semester-hours.*

ASSISTANT PROFESSOR JOHNSON.

### DEPARTMENT OF HISTORY

PROFESSORS BOYD, LAPRADE, RIPPY\*, AND SEARS, ASSOCIATE PROFESSOR SHYROCK, ASSISTANT PROFESSORS CARROLL\*, BALDWIN, AND NELSON, AND MESSRS. LANNING AND MCCLOY

The courses in history are designed (1) to give a comprehensive survey of modern European and American history; (2) to provide for a more detailed study of certain phases of English, American, and Hispanic-American development; (3) to give some knowledge of the problems and resources of the general reader and the teacher of history.

Course 1 is a prerequisite for all other courses, and one course in addition is required of all who wish to elect course 4; course 9 is prerequisite for courses 13, 19, and 20. Sophomores who took only one semester of course 1 in the freshman year may be admitted to course 9 or 16 provided they made a grade of 85 or above on the semester taken. Courses offered for Seniors and Graduates are limited to twenty-five students; Juniors may not elect them without special permission from the department and the Council on Graduate Instruction.

#### FOR FRESHMEN AND SOPHOMORES

**1. Modern and Contemporaneous Europe.**—In this course the development of modern Europe since the middle of the eighteenth century is traced with special reference to the rise of nationality, the industrial revolution, scientific thought, domestic politics in the leading states, colonial expansion, diplomacy, and the world war. *Credit, 6 semester-hours.*

ASSOCIATE PROFESSOR SHYROCK, ASSISTANT PROFESSORS CARROLL, BALDWIN, AND NELSON, AND MESSRS. LANNING, MCCLOY.

#### PRIMARILY FOR SOPHOMORES AND JUNIORS

**9<sup>a</sup>. Political and Social History of the United States to 1800.**—A general survey of the development of the United States in which effort is made to place the proper emphasis on underlying economic or other causes of

\* Absent on leave, 1927-1928.

political and social progress. Required readings in the *Yale Chronicles of America* with the presentation of book reviews and one research paper. *First semester. Credit, 3 semester-hours.*

PROFESSORS RIPPY AND SEARS AND MR. LANNING.

**9<sup>b</sup>. Political and Social History of the United States, 1800 to 1860.**—This course completes the work begun in 9<sup>a</sup>. *Credit, 3 semester-hours.*

PROFESSORS RIPPY AND SEARS AND MR. LANNING.

**16. The Development of Modern Europe.**—This course is designed as a guide to the study of the forces that have produced Europe as it is to-day, starting with the Renaissance and the Reformation. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR CARROLL AND MR. McCLOY.

This course is not open to students who take course 2.

#### FOR JUNIORS AND SENIORS

**2. Western European Civilization.**—This course is a study of the development in Western Europe of the familiar institutions and culture of modern society. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR NELSON.

Sophomores who made an average grade of 85 or more on course 1 may also be admitted to this course. It is not open to those who have had or are taking course 16.

**13<sup>a</sup>. History of United States Foreign Policy.**—This course traces the history of American Diplomacy since 1789. *First semester. Credit, 3 semester-hours.*

PROFESSORS RIPPY AND SEARS.

Course 9 is a prerequisite for this course.

**13<sup>b</sup>. History of Hispanic America.**—The aim of this course is to introduce the student to the general history of the republics of South, Central, and Carribean America, to give a familiarity with the sources of information on Latin-America, and to examine questions and problems pertinent to foreign trade. *Second semester. Credit, 3 semester-hours.*

PROFESSORS RIPPY AND SEARS.

Course 9 is a prerequisite for this course.

**19. Social and Economic History of the American People.**—A survey of the development of economic life and social institutions from colonial days. Particular attention is given to the relationship between economic forces and such phases of social life as the family, morals and customs, immigration, crime and punishment, amusements, public opinion, and public health. *Credit, 6 semester-hours.*

ASSOCIATE PROFESSOR SHYROCK.

Course 9 is a prerequisite for this course.

[Not offered in 1928-29.]

**20. The Church in American History.**—A study of the influence of the church upon political and social institutions. Among the subjects considered are the relation of theology and church government to political theory and practice, the social and political results of the Great Awak-

ening and of ecclesiastical controversies, the part played by the Church in the American Revolution and in the making of constitutions, in education, westward expansion, in the reform movements of the nineteenth century, labor controversies, the Civil and World Wars, and internationalism. *Credit, 6 semester-hours.*

Course 9 is a prerequisite for this course.

ASSISTANT PROFESSOR BALDWIN.

**24. English History.**—A survey of transitions in the political institutions and social development from the Norman Conquest to the present. *Credit, 6 semester-hours.*

PROFESSOR LAPRADE.

FOR SENIORS AND GRADUATES

**3<sup>a</sup>. The United States, 1860 to 1876.**—Among the subjects considered are constitutional theories and sectional controversies, the rise of secession, the military strategy and conduct of the Civil War, constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. *First semester. Credit, 3 semester-hours.*

PROFESSOR BOYD.

[Not offered in 1928-29.]

**3<sup>b</sup>. The United States Since 1876.**—A survey of inherited political and economic questions, the industrial transformation since 1870, movements of political and social unrest, the course of party development and political reform, imperialism, foreign relations, and recent developments. *Second semester. Credit, 3 semester-hours.*

PROFESSOR BOYD.

[Not offered in 1928-29.]

**4. English Constitutional History.**—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of the British government as it exists today. *Credit, 6 semester-hours.*

PROFESSOR LAPRADE.

[Not offered in 1928-29.]

**10. Constitutional History of the United States, 1783 to 1860.**—Among the subjects considered are the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, early diplomatic relations, sectionalism and its attendant political and economic interests, and the slavery controversy. *Credit, 6 semester-hours.*

PROFESSOR BOYD.

**12. The Teaching of History and Civics (Education 17<sup>a</sup>).**—This course consists of informal discussions, based upon collateral reading and observation work, of such topics as aims, tests for values, the social-studies curriculum, class-room procedure, course and lesson planning, etc. The class is limited in numbers to fifteen, admission being made only after consultation with the instructor, preferably during the preceding spring.

The class is open only to such Seniors as are thinking seriously of teaching history in the high schools, who have taken at least eighteen hours of history in college, and expect to qualify for a North Carolina Grade A teaching certificate. These qualifications, however, do not necessarily apply to graduate students, who may be admitted upon consultation with the instructor at the beginning of the fall term. *Credit, 6 semester-hours.*

[Not offered in 1928-29.]

ASSOCIATE PROFESSOR SHYROCK.

**17. Europe Since 1870.**—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR CARROLL.

**18. The History of the European Proletariat.**—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom, the growth of an urban working class and social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR CARROLL.

[Not offered in 1928-29.]

**22. Early Modern History.**—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR NELSON.

**23. Medieval Institutions and Culture.**—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical and communal institutions, relations of Church and State, the rise of universities, vernacular literatures, philosophy and art, in the period 300-1300 A.D. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR NELSON.

[Not offered in 1928-29.]

## DEPARTMENT OF LATIN AND ROMAN STUDIES

PROFESSOR ROSBOROUGH, ASSISTANT PROFESSOR GATES,

MR. SLEDD, AND \_\_\_\_\_

Students who have not completed the standard high school course in Latin and also those who desire to begin the study of Latin in college as a basis for further work in ancient and modern languages, or as pre-medical or pre-legal courses, may avail themselves of courses A and B, which are offered to help students to make up a deficiency and are by no means designed to supplant high school teaching of Latin.

**A. Course for Beginners.**—While this course is in general the equivalent of the first two years of high school Latin, it is necessarily more comprehensive and intensive for college students. Students who offer one entrance unit in Latin must take the course throughout the year, receiving credit for the second semester only, and all students, in order to receive any credit for the course, must follow up with course **B** the next year. *Both semesters. Credit, 6 semester-hours.* MR. SLEDD.

**B. Cicero, Vergil, Ovid.**—(To be accompanied by course **C**.) This course is for those who enter college with two units or three units of standard preparatory school Latin and for those who have completed course **A**. Students who begin with course **B** in college are required to take course **I** the following year. College credit is given for the course only in so far as there is no duplication of entrance credits, and those entering with three units must take the course throughout the year. *Both semesters. Credit, 6 semester-hours.* MR. SLEDD.

The following courses are open to students who offer four standard entrance units in Latin and to those who have completed course **B**. Those registering for courses **I** or **B** are advised to register for **C**. [See below.]

**1<sup>a</sup>. Livy.**—The History of Rome. Emphasis is placed on principles of grammar as an aid to translating, sight translation, and reading Latin as Latin. *First semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH AND ASSISTANT PROFESSOR GATES.

**1<sup>b</sup>. Horace.**—The Odes and Epodes. Attention is drawn to interesting features of Roman social life, and the art and form of Horace's poetry will be studied. *Second semester. Credit, 3 semester-hours.*

A survey course in Latin poetry may be substituted.

PROFESSOR ROSBOROUGH AND ASSISTANT PROFESSOR GATES.

**C. Latin Composition.**—Strongly recommended to students pursuing course **I** or **B**, and may be required of them at the discretion of the instructor. Required of Latin majors not later than the first semester of their junior year. Open to all students taking regular Latin courses in the college. This is a semester course and is given each semester. *One hour a week. Credit, 1 semester-hour.*

PROFESSOR ROSBOROUGH AND ASSISTANT PROFESSOR GATES.

The following courses are open to students who have completed course **I** or an equivalent. Course **2** should follow course **I** if possible.

**D. Sight Reading Course in Mediaeval Latin Authors.**—This course will take the form of a more or less informal reading circle meeting once a week for an hour and a half in the afternoon to read rapidly in the field of Mediaeval Latin. The aim of the course is to train students to read Latin with greater confidence and ease, and at the same time acquaint them with a rich field of source material. Recommended to students of Mediaeval Institutions and Culture; open to Sophomores, Juniors, and

Seniors; required of undergraduate majors in Latin. No outside preparation is required. *Credit, 2 semester-hours for the year.*

PROFESSOR ROSBOROUGH.

**2<sup>a</sup>. Roman Comedy: Plautus and Terence.**—Selected Plays are read and interpreted, the main objects being to gain an appreciation of Roman comedy, to show its relation to modern comedy, and to acquire a feeling for conversational Latin of everyday life. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR GATES.

**2<sup>b</sup>. Cicero's Letters.**—Reading and interpretation of selected letters in the light of Roman social life and political conditions of the late years of the Republic. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR GATES.

**3<sup>a</sup>. Tacitus and Suetonius.**—Selections from books I-VI of the *Annals* of Tacitus with parallel readings in Suetonius's biography of Tiberius offer much interesting subject matter and at the same time present two important Roman conceptions of history and the historian's task. *First semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH.

[Not offered in 1928-29.]

**3<sup>b</sup>. Roman Satire.**—Juvenal's literary satire will form the basis of the course, and selections from the social satire of Horace and from Persius will be read. *Second semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH.

[Not offered in 1928-29.]

**4<sup>a</sup>. Roman Lyric and Elegiac Poetry.**—Catullus, Tibullus, Propertius, and Ovid. Reading and interpretation of selected poems. Notes on the development of these art forms. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR GATES.

**4<sup>b</sup>. Roman Philosophy.**—Lucretius: *De Rerum Natura* (selections), and readings from the philosophical works of Cicero and Seneca. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR GATES.

**5<sup>a</sup>. The Roman Epigram.**—The Epigrams of Martial, the Roman wit and epigrammatist par excellence, will be read in considerable number, forming the basis for detailed study of epigram as a literary form. Modern imitators and translators of Martial will be discussed. Martial is the mirror of the social life of the age of Domitian, an age more strikingly like our own than any other, perhaps, in the history of the world. *First semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH.

**5<sup>b</sup>. Letters of the Younger Pliny.**—The correspondence of a wealthy literary man and philanthropist of the late first and early secondary century A.D. throws much light on the personal side of life in an interesting age. *Second semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH.

## FOR SENIORS AND GRADUATES

**6<sup>a</sup>. Roman Fiction.**—The short story and novel of antiquity. The short stories of Apuleius and parts of the *Satyricon* of Petronius form the major part of the reading. Notes on the Milesian tale; its history; characteristics; development as a literary form; and its service as a prototype for subsequent writers, including Boccaccio, Chaucer, La Fontaine, et al. *First semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH.

**6<sup>b</sup>. Early Latin Christianity.**—Readings in Tacitus, Pliny, Minucius Felix, Tertullian, Lactantius, Cyprian, Jerome, St. Augustine, et al. This course is of value to those whose interests are confined to the subject matter, as well as to those interested from the linguistic point of view. It is primarily a rapid reading course. *Second semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH.

**7. Epic Poetry.**—From Vergil as a center, a study is made of the Epic poets from Andronicus and Nævius to Statius. *Three hours a week, both semesters. Credit, 6 semester-hours.*

ASSISTANT PROFESSOR GATES.

**8. Roman Dramatic Literature.**—The Comedies of Plautus and Terence. The Tragedies of Seneca. A rapid reading course combined with notes on Roman drama and the development of Latin forms and syntax. *Three hours a week, both semesters. Credit, 6 semester-hours.*

ASSISTANT PROFESSOR GATES.

For further courses for Graduates see the announcement of the Graduate School.

## COURSES OF GENERAL INTEREST

The following courses are open to students whose primary interest may or may not be in Latin. To the former they are complementary, while to the latter they are of interest in the general subjects of literature, history, and art.

**12. Roman Literature of the Republic (first semester); Roman Literature of the Empire (second semester).**—This course consists of a study of the History of Latin Literature and the reading of Latin authors in the best English translations. There is no ancient language requirement for admission. The course may not be substituted for a foreign language requirement. Open to students who have completed six semester-hours in any one of the following literatures (exclusive of courses for beginners and of grammar and composition courses): Greek, Latin, Romance Languages, English, and German. *Credit, 6 semester-hours.*

PROFESSOR \_\_\_\_\_.

**13. Roman Civilization.**—An outline of Roman civilization and its influence on modern civilization. Lectures, readings, and discussion of special topics having to do with the literature, art, social life, politics, etc., of the Romans. A preliminary course in Roman history is recom-

mended, since no knowledge of Latin is required for admission. Freshmen will be admitted only by permission from the instructor giving the course. *First semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH.

**14. Introduction to Roman Archaeology.**—Notes on the history of the science, methods of excavation; important sites and the finds; building materials and methods of construction; public and private buildings; sculpture; painting; mosaic; architecture; metal work; art-objects; etc. Relation to Greek and Etruscan art. Famous public and private collections. The lectures and discussions will be illustrated by the use of lantern slides and pictures. Considerable reading is expected of those following the course. Open to Juniors and Seniors and to approved Sophomores. One, at least, of the following courses is prerequisite: Greek 7, Latin 1, Greek 11, Roman History, or Roman Civilization. *Second semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH.

It is recommended that Latin majors take course 15 as early in their career as feasible.

**15<sup>a</sup>. The Roman Republic.**—An historical survey of the rise and development of social and governmental institutions of Republican Rome. Open to all students. *Three hours a week, first semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH.

**15<sup>b</sup>. The Roman Empire.**—The foundation of the Imperial System, its progress, and decline. In this survey of the Empire from the accession of Augustus to the death of Justinian more especial attention will be devoted to the Augustan Age and succeeding years down to the death of Marcus Aurelius, this being a period rich in literary and cultural attainment. Open to all students. *Three hours a week, second semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH.

## DEPARTMENT OF MATHEMATICS

PROFESSORS FLOWERS, MARKHAM, RANKIN, AND ELLIOTT, ASSISTANT PROFESSORS PATTERSON, ROBISON, AND ALDRIDGE, AND MESSRS. ARNOLD, CLARKSON, AND MANESS.

Students may elect any of the courses offered in this department for which they have had sufficient preparation.

### FOR FRESHMEN

**1<sup>a</sup>. College Algebra.**—The work in algebra comprises principally the more advanced portions of algebra, including the binominal theorem, logarithms, variation, synthetic division, theory of equations, etc. *First semester. Credit, 3 semester-hours.*

PROFESSORS FLOWERS, MARKHAM, RANKIN AND ELLIOTT, ASSISTANT PROFESSORS PATTERSON AND ALDRIDGE, AND MESSRS. ARNOLD, CLARKSON, AND MANESS.



This course is required of all Freshmen who do not present advanced algebra for admission.

**1<sup>b</sup>. Solid Geometry.**—*Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR ALDRIDGE.

This course is elective for Freshmen.

**2<sup>a</sup>. Plane Trigonometry.**—Trigonometrical formulas, theory of logarithms, solution of right and oblique triangles and special problems. *First semester. Credit, 3 semester-hours.*

PROFESSOR MARKHAM, AND ASSISTANT PROFESSORS  
ALDRIDGE AND ROBISON.

Course 2<sup>a</sup> is given in both semesters. It is required of all students. The schedule of hours and instructors in the second semester conforms for the most part to that of 1<sup>a</sup> in the first semester.

**2<sup>b</sup>. Analytic Geometry.**—This course includes the definitions, equations, and properties of the straight line and conic sections in rectangular coordinates, parametric equations of loci, tangents, normals, etc., and transformations of coordinates, the general equation of the second degree. *First semester. Credit, 3 semester-hours.*

PROFESSOR RANKIN AND ASSISTANT PROFESSORS  
ROBISON AND PATTERSON.

Course 2<sup>b</sup> is given in both semesters. The hours in the second semester correspond to those of 2<sup>a</sup> in the first semester. The course is open to those who have taken courses 1<sup>a</sup> and 2<sup>a</sup>.

**3<sup>a</sup>. Differential Calculus.**—*First and second semesters. Credit, 4 semester-hours.*

**3<sup>b</sup>. Integral Calculus.**—*First and second semesters. Credit, 4 semester-hours.*

PROFESSORS RANKIN AND ELLIOTT, AND ASSISTANT  
PROFESSORS PATTERSON AND ROBISON.

FOR SENIORS AND GRADUATES

**4<sup>a</sup>. Theory of Equations and Determinants.**—*First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR PATTERSON.

**4<sup>b</sup>. Modern Higher Algebra.**—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. Text: Bocher's *Introduction to Higher Algebra*. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR ROBISON.

**5. Advanced Calculus.**—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. Prerequisite, course 3. *Credit, 6 semester-hours.*

PROFESSOR ELLIOTT.

**6. Differential Equations.**—A study of the more common types of ordinary differential equations with emphasis on geometrical interpretations and applications to geometry and physics. Prerequisite, course 3. *First semester. Credit, 3 semester-hours*

ASSISTANT PROFESSOR ROBISON.

**7. Projective Geometry.**—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. Prerequisite, analytic geometry and preferably calculus, with which it may, however, be taken simultaneously. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR ROBISON.

**8. Advanced Analytic Geometry.**—Study of the general equation of the second degree, invariants under translations and rotation of coördinate axes, projective properties treated analytically using homogeneous coördinates, analytic geometry of space. This course includes also an introduction to algebraic geometry. Prerequisite, Analytic Geometry and preferably calculus, with which it may, however, be taken simultaneously. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR ROBISON.

**9. Fourier's Series and Spherical Harmonics.**—The properties of Fourier's Series and Spherical Harmonics with application to problems of Mathematical Physics. Prerequisite, Calculus. *Credit, 3 semester-hours.*

ASSISTANT PROFESSOR ROBISON.

**10. Vector Analysis.**—This course is a study of the different vector products and the calculus of vectors, with applications to Geometry and mechanics. Prerequisite, course 3. *First semester. Credit, 3 semester-hours.*

PROFESSOR ELLIOTT.

**11. Graphical Analysis.**—Graphical methods of solving equations; graphical methods of representing the facts of science, industry, and commerce; rectilinear charts, logarithmic charts, polar charts, isometric charts, trilinear charts, nomographic or alignment charts; curve fitting. *First semester. Credit, 3 semester-hours.*

PROFESSOR RANKIN.

**12. History of Mathematics.**—A study of the historical development of mathematics from 3000 B.C. up to the present time. The first part of this course gives a general survey of the development of elementary and college mathematics with sketches of the lives of the builders of this science. The second part deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, and modern geometry. *First semester. Credit, 3 semester-hours.*

PROFESSOR RANKIN.

Prerequisites, courses 2, 3<sup>a</sup>, 3<sup>b</sup>.

**13. The Teaching of Mathematics.**—This course is designed primarily for those who intend to teach mathematics. It deals with the recent changes in methods of studying mathematics. A careful study is made

of the report of the National Committee on "The Reorganization of Mathematics in Secondary Education." This course also aims to give students an acquaintance with the wide field of literature on mathematics. The coördination of geometry and algebra in junior high school mathematics is studied. *Second semester. Credit, 3 semester-hours.*

PROFESSOR RANKIN.

Prerequisites, courses 2, 3<sup>a</sup>, 3<sup>b</sup>.

**14. College Geometry.**—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high school geometry. *Second semester. Credit, 3 semester-hours.*

PROFESSOR RANKIN.

Prerequisites, courses 2, 3<sup>a</sup>.

**15. Application of Mathematics.**—A laboratory course in applied mathematics which deals with the applications of: algebra, geometry, trigonometry, analytical geometry, and calculus to: industrial, commercial, and engineering problems. This course is designed for those who intend to teach high school mathematics. *Second semester. Credit, 3 semester-hours.*

PROFESSOR RANKIN.

Prerequisites, courses 2, 3<sup>a</sup>, 3<sup>b</sup>.

## ASTRONOMY

ASSISTANT PROFESSOR PATTERSON

**1. General Astronomy.**—A course designed to aid in acquiring definite knowledge of the elements of astronomy. The student is encouraged to observe the positions and movements of celestial bodies and to interpret and correlate all the facts thus acquired. Liberal use is made of globes, diagrams, charts, and lantern slides. One night each week is devoted to observation and laboratory work. Drawings and calculations based on observations are required. The spectograph in the Physics Laboratory is used for studying the solar spectrum. Reports are required on assigned topics. *Second semester. Credit, 4 semester-hours.*

## DEPARTMENT OF PHILOSOPHY

PROFESSOR CRANFORD AND DR. HIRSCH

**1. Introduction to Philosophy.**—This course is intended to acquaint the student with the nature of philosophical problems and to show how they arise in the mind of the individual. Psychology I, or its equivalent is a prerequisite for this course, except by special permission. Lectures, assigned readings with reports. *First semester. Credit, 3 semester-hours.*

PROFESSOR CRANFORD.

**2. History of Philosophy.**—This course gives a general survey of the field of philosophy and considers the leading historical solutions of philosophical problems. Prerequisite, Psychology I, or its equivalent. Text, lectures, assigned readings with reports. *Second semester. Credit, 3 semester-hours.*

PROFESSOR CRANFORD.

**3. The Philosophy of Conduct.**—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's *The World of Values*. *First semester. Credit, 3 semester-hours.*

PROFESSOR CRANFORD.

**4. Christian Ethics.**—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smythe's *Christian Ethics*. *Second semester. Credit, 3 semester-hours.*

PROFESSOR CRANFORD.

**5. Idealism.**—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. Prerequisite, Philosophy 1 or 2. Open to Seniors and Graduates. *Credit, 6 semester-hours.*

PROFESSOR CRANFORD.

**6. Logic.**—A study of the fundamental principles underlying all reasoning, both deductive and inductive, and their application in scientific methods of thinking. Textbook, lectures and assigned readings. Open to Sophomores, Juniors and Seniors. *Credit, 3 semester-hours.*

PROFESSOR CRANFORD.

**Philosophy 7. Present Philosophical Tendencies.**—A survey of present philosophical systems, including the main naturalistic, realistic, pragmatic and idealistic thinkers, with special emphasis on the latter type of thinkers. Prerequisite, philosophy 1 or 2. Open to Seniors and Graduates. *First semester. Credit, 3 semester-hours.*

DR. HIRSCH.

**Philosophy 8. The Philosophies of Schopenhauer, James, Bergson, and Royce.**—A critical survey of the philosophies of Schopenhauer, James, Bergson and Royce, with emphasis on the rise of pragmatism from Schopenhauer's voluntaristic idealism and from the evolutionary movement in Biology. The dual nature (pragmatism and idealism) of the philosophies of James and Bergson will be given special attention. Prerequisite, philosophy 1 or 2. Open to Seniors and Graduates. *Second semester. Credit, 3 semester hours.*

DR. HIRSCH.

## DEPARTMENT OF PHYSICS

PROFESSORS EDWARDS AND HATLEY, ASSISTANT PROFESSOR COLLINS,  
MR. NIELSEN, AND ASSISTANTS

The first course in physics deals largely with those fundamental facts and theories concerning the physical universe that are supposed to be of interest to every intelligent man, and the matter presented is within the comprehension of every college student.

The courses in physics after the first year are designed to meet the needs of three classes of students: (1) those desiring to specialize in physics with a view to work in teaching or investigation; (2) those intending to pursue the study of medicine, biology, or chemistry; (3) those looking forward to the study of engineering. The work of the first year is designed to lay a broad foundation for subsequent study.

**1. Preliminary Physics.**—This course lays the foundation for the study of all the physical sciences and in it great emphasis is placed on the application of physical principles to every-day life. It stresses neither mathematical processes nor exact measurements. It traces historically and experimentally the development of great principles. Its aim is to develop by means of a large number of lecture-table demonstrations and written exercises a correct scientific vocabulary and a power of accurate and clear description of observed phenomena. The class is divided into four groups according to the ability of the students as judged by various tests. For the purpose of laboratory instruction, the entire class is divided into fifteen sections. Three recitations and one laboratory period each week. *Credit, 8 semester-hours.*

PROFESSOR EDWARDS, PROFESSOR HATLEY, ASSISTANT PROFESSOR COLLINS, MR. NIELSEN AND ASSISTANTS.

**2. General Physics.**—A course in advanced physics designed to supplement Physics I in the preparation of pre-medical students. Three lectures and one laboratory period each week. *Credit, 8 semester-hours.*

**4. Teachers' Physics.**—This course is designed primarily for those intending to teach physics in secondary schools. Enough advanced theory is covered to give some perspective, but special emphasis is placed on a study of method, every-day application of principles, construction of apparatus, the mounting of classroom experiments, and on general laboratory technique. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR \_\_\_\_\_.

Physics I or its equivalent is a prerequisite of this course.

**5. Household Physics.**—A course primarily designed to meet the requirements in physics of students preparing to specialize in domestic science. The course is based on Whitman's *Physics of the Household*. *Credit, 3 semester-hours.*

ASSISTANT PROFESSOR \_\_\_\_\_.

If less than ten students elect any one of the preceding courses, it will not be offered.

**6. Physics for Engineers.**—A course in general physics which gives special emphasis to engineering problems. Open to sophomores who have completed trigonometry. Four recitations and one laboratory period each week. *Credit, 10 semester-hours.*

PROFESSOR HATLEY.

#### FOR JUNIORS

The following courses are arranged as undergraduate majors in physics. They require Physics I, or its equivalent, as a prerequisite.

**51<sup>a</sup>. Laboratory Physics.**—In this course students are taught methods of exact observation and measurement in mechanics, sound, and light  
*Credit, 1 to 3 semester-hours.* ASSISTANT PROFESSOR COLLINS.

**51<sup>b</sup>. Laboratory Physics.**—A continuation of 51<sup>a</sup> into the fields of electricity and magnetism. *Credit, 1 to 3 semester-hours.*

MR. NIELSEN.

**52. Mechanics and Molecular Physics.**—This course covers in a thorough way the more advanced phases of mechanics, heat and sound which do not require the use of the calculus. *Credit, 6 semester-hours.*

PROFESSOR EDWARDS.

#### FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students, but they are open to graduate students. An elementary knowledge of the calculus is presumed in all of the following courses.

**101. Principles of Radio Transmission and Reception.**—A course covering the general theory of wave propagation and including a study of inductance, capacity, induction coils, oscillatory discharge, high frequency generators and transformers, and the various methods of detecting electromagnetic waves. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR COLLINS.

**103. Analytical Mechanics.**—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics, of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. *Credit, 6 semester-hours.*

MR. NIELSEN.

**105. Physical Optics.**—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and premedical students. The course is based on *Taylor's Advanced Optics*. *First semester. Credit, 3 semester-hours.*

PROFESSOR HATLEY.

**106. Modern Physics.**—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. *Second semester. Credit, 3 semester-hours.*

PROFESSOR HATLEY.

**107. Electricity and Magnetism.**—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's *Electricity and Magnetism* is used as the basis of the lectures. Smith's *Electrical Measurements* is used as a guide in the laboratory exercises. Two lectures and one laboratory period a week, throughout the year. *Credit, 6 semester-hours. Under special conditions a credit of either 2 or 4 semester-hours may be arranged.*

PROFESSOR EDWARDS.

#### FOR GRADUATES

Twelve semester-hours of undergraduate credit in Physics is a prerequisite to all graduate courses.

**201. Advanced Physical Laboratory.**—Mechanics, Heat, Radiation, Electrical Measurements, Ionization and Radio Activity. This course involves exact measurements in all the fields indicated. Classical experiments are repeated by much the same methods as were employed by the original investigators. *Two laboratory periods per week. Credit, 2-6 semester-hours.*

PROFESSORS EDWARDS AND HATLEY, ASSISTANT PROFESSOR COLLINS, AND MR. NIELSEN.

**203. Theoretical Physics.**—This is an advanced course in general physics covering the elementary mathematical theory of Mechanics, Electrodynamics, Hydrodynamics, Thermodynamics, etc. A knowledge of the calculus is presumed and it is desirable that a student take concurrently differential equations. *Credit, 6 semester-hours.*

MR. NIELSEN.

**205. Light.**—*Hours to be arranged. Credit, 6 semester-hours.*

PROFESSOR HATLEY.

**207. Conduction of Electricity Through Gases.**—Electron theory of gaseous conduction. *First semester. Credit, 3 semester-hours.*

PROFESSOR EDWARDS.

**208. Spectroscopy.**—A laboratory course interspersed with occasional lectures dealing with standard practice in spectroscopy. *Second semester. Credit, 3 semester-hours.*

PROFESSOR EDWARDS.

**209. Thermionic Vacuum Tubes and Radio-Frequency Measurements.**—A laboratory course in radio measurements. Course 101 is prerequisite of this course. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR COLLINS.

**211. Quantum Theory.**—Application of the quantum theory to photoelectricity, resonance and ionization potentials, X-rays, radioactivity, spectral lines and fine structure, Stark and Zeeman effects, thermal radiation and specific heats. *Three lectures per week. Prerequisite, Theoretical Physics. Credit, 6 semester-hours.*

## PSYCHOLOGY

**1. Introduction to Psychology: General Principles.**—Lectures, demonstrations, prescribed reading and reports. *First semester. Credit, 3 semester-hours.*

PROFESSOR McDUGALL AND DR. HIRSCH.

**15. Creative Intelligence, Eugenics and Genius.**—This course will undertake an analysis and interpretation of Creative Intelligence and discuss the basic relationship of creative intelligence to genius. The necessity for an art of Eugenics to preserve and foster creative intelligence will be indicated. Lectures, prescribed reading, reports and thesis. *First semester. Credit, 3 semester-hours.* Open to qualified Seniors, and to Graduates.

DR. HIRSCH.

**14. Psychological Schools of Today.**—A survey and criticism of Structural, Functional, Behavioristic, Reactionary, Dynamic, and Purposive Psychologies. Special emphasis will be placed on the latter school; the psychologies of Adler, Freud, McDougall and Jung of this group will be presented. Lectures, prescribed readings and reports. *Second semester. Credit, 3 semester-hours.* Open to qualified Seniors, and to Graduates.  
DR. HIRSCH.

**10. Differential Psychology.**—This course will survey the mental peculiarities discovered to exist in individuals, families, classes, nations and races. Mental differences in innate intelligence, sensory-motor responses, emotional and instinctive qualities, temperamental and temper tendencies, and in talents and creative activities will be presented. Lectures, prescribed readings, and reports. *Second semester. Credit, 3 semester-hours.* Open to qualified Seniors, and to Graduates.  
DR. HIRSCH.

**20. Advanced Psychology.**—Seminar on special problems, for graduate students only. *Second semester. Two hours twice a week—to be arranged.*  
PROFESSOR McDUGALL.

**12. Introduction to Experimental Psychology.**—Open to Juniors and Seniors. *Second semester. Hours to be arranged.*  
PROFESSOR \_\_\_\_\_.

**5. Social Psychology.**—Open to Seniors and graduates. Lectures, readings and reports. *First semester.*  
PROFESSOR McDUGALL.

**11. Abnormal Psychology.**—Open to Seniors and graduates. *Second semester.*  
PROFESSOR McDUGALL.

## DEPARTMENT OF RELIGION

PROFESSORS SOPER, SPENCE, CANNON, ORMOND, BRANSCOMB, MYERS, GARBER, RUSSELL, GOBBEY, LESOURD, AND HICKMAN

The Department of Religion is divided into several sub-divisions. The purpose is to offer courses through which the college student, especially one looking forward to some form of Christian work, may secure a general view of the field of religion, both in theoretical and practical phases. The prerequisite to all courses in religion is a years' course in the English Bible; all other courses being elective.

### BIBLICAL LITERATURE

**1.**—This course includes a general survey of the entire Bible. It is required of all students by the end of the sophomore year, except those in Group IV, and of them before graduation. Enrollment in each section is limited to thirty-five. *Credit, 6 semester-hours.*

PROFESSORS MYERS, SPENCE, CANNON, ORMOND, BRANSCOMB, RUSSELL, LESOURD, AND HICKMAN.



FOR SOPHOMORES, JUNIORS AND SENIORS WHO HAVE HAD COURSE I

**2<sup>a</sup>. The Prophets of the Old Testament.**—A general study of the history and nature of Hebrew prophecy; detailed study of the outstanding literary prophets of the eighth century, their messages, and their historical and social background. *First semester. Credit, 3 semester-hours.*

PROFESSOR MYERS.

**2<sup>b</sup>. The History and Religion of Later Judaism.**—Based upon the later prophetic writings, wisdom literature, and earlier apocalypses, this course traces Jewish religious life from the exile to the beginning of the Roman period. *Second semester. Credit, 3 semester-hours.*

PROFESSOR MYERS.

FOR SENIORS WHO HAVE HAD COURSE I AND GRADUATES

**3<sup>a</sup>. The Life of Jesus.**—An attempt to discover the consciousness, purpose, and significance of Jesus as set forth in the Synoptic record of His life and ministry. *First semester. Credit, 3 semester-hours.*

PROFESSOR MYERS.

**3<sup>b</sup>. The Teaching of Jesus.**—An interpretation of the teaching of Jesus, based upon the Synoptics, Matthew receiving principal consideration. *Second semester. Credit, 3 semester-hours.*

PROFESSOR MYERS.

#### NEW TESTAMENT

FOR SENIORS AND GRADUATES

**SR 1. The New Testament in Greek.**—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *Credit, 6 semester-hours.*

PROFESSOR BRANSCOMB.

**SR 2. The Beginnings of Christianity.**—A survey course dealing with the background, the beginnings and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *Credit, 6 semester-hours.*

PROFESSOR BRANSCOMB.

**SR 5. Hellenistic Greek.**—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. *Credit, 6 semester-hours.*

PROFESSOR BRANSCOMB.

#### OLD TESTAMENT

FOR SENIORS AND GRADUATES

**SR 1. Introductory Hebrew.**—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *Credit, 6 semester-hours.*

PROFESSOR GODBEY.

**SR 3. Introduction to the Old Testament.**—The course will include, first, the sources of Hebrew history and the chief stages in the political, social, and religious development of the Hebrew and Jewish nations, and second, the origin, literary form, and contents of the books of the Old Testament. *Credit, 6 semester-hours.*

PROFESSOR RUSSELL.

## CHRISTIAN MISSIONS

FOR SENIORS AND GRADUATES

**SR 1<sup>a</sup>. Expansion of Christianity.**—The missionary history of Christianity, beginning with the Bible teachings on missions; missionary activity of the apostolic church in the conquest of the Roman Empire; the winning of northern Europe; missionary biography. *First semester. Credit, 3 semester-hours.* PROFESSOR CANNON.

**SR 1<sup>b</sup>. Missions in the Modern World.**—A survey of present religious conditions and the status of missionary work in the important mission fields; the great missionary agencies, their foundation and growth; social progress in home and foreign fields. *Second semester. Credit, 3 semester-hours.* PROFESSOR CANNON.

## CHURCH HISTORY

FOR SOPHOMORES AND JUNIORS

**1. American Christianity.**—The aim of this course is to trace the growth of the different branches of the Christian Church in the United States, Canada, and Hispanic-America. Prerequisite, History 1 or its equivalent. *Credit, 6 semester-hours.* PROFESSOR GARBER.

[Not offered in 1928-29.]

FOR SENIORS AND GRADUATES

**SR 2<sup>a</sup>. Church History to the Reformation.**—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *First semester. Credit, 3 semester-hours.* PROFESSOR GARBER.

**SR 2<sup>b</sup>. History of the Evangelical Movement.**—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *Second semester. Credit, 3 semester-hours.* PROFESSOR GARBER.

## HISTORY OF RELIGION

FOR SENIORS AND GRADUATES

**SR 1<sup>a</sup>. The Nature and Early Development of Religion.**—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *First semester. Credit, 3 semester-hours.* PROFESSOR SOPER.

**SR 1<sup>b</sup>. Living Religions of the World.**—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *Second semester. Credit, 3 semester-hours.* PROFESSOR SOPER.

## RELIGIOUS EDUCATION

## FOR JUNIORS AND SENIORS

**2<sup>a</sup>. History and Practice of Religious Education.**—This course gives a brief survey of the evolution of the theory of religious education. A brief examination is made of the great educational principles of the early nations of history and the teachings of some of the world's greatest educators. *First semester. Credit, 3 semester-hours.*

PROFESSOR SPENCE.

**2<sup>b</sup>. Organization and Administration and Methods of Religious Education.**—In this semester, the organization, administration and methods of religious education are carefully studied with a view to working out a definite and practical program of activity for the church. *Second semester. Credit, 3 semester-hours.*

PROFESSOR SPENCE.

**SR 6. Seminar in Religious Education for College Students.**—A survey of methods and agencies now used in colleges for the religious education of students. A study of a possible integrated program of religious life among students. Open to leaders in student religious organizations. *Second semester. Credit, 1 semester-hour.*

PROFESSOR LESOURD.

## FOR SENIORS AND GRADUATES

**3<sup>a</sup>. Religious Education and Public Education.**—A study of the relation between religious education and public education with an attempt at formulating a constructive policy of integrating the two. *First semester. Credit, 3 semester-hours.*

PROFESSOR SPENCE.

[Not offered in 1928-29.]

**3<sup>b</sup>. Religious Education: Technique and Types of Teaching.**—A study of the development of methods and an analysis and criticism of the various types of teaching. *Second semester. Credit, 3 semester-hours.*

PROFESSOR SPENCE.

[Not offered in 1928-29.]

**7<sup>a</sup>. Religious Drama.**—A study and analysis of religious drama and project work in the writing of religious drama. *First semester. Credit, 3 semester-hours.*

PROFESSOR SPENCE.

**7<sup>b</sup>. Religious Prose and Poetry.**—A study of the great inspirational literature of all times with especial emphasis placed upon modern religious literature. *Second semester. Credit, 3 semester-hours.*

PROFESSOR SPENCE.

**SR 10<sup>a</sup>. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *First semester. Credit, 3 semester-hours.*

PROFESSOR HICKMAN.

**SR 10<sup>b</sup>. Advanced Psychology of Religion.**—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education<sup>1</sup> SR 10<sup>a</sup> or its equivalent. *Second semester. Credit, 3 semester-hours.*

PROFESSOR HICKMAN.

### SOCIOLOGY AND THE CHURCH

#### FOR SOPHOMORES, JUNIORS AND SENIORS

**1<sup>a</sup>. Introductory Sociology.**—This course is of general interest and is designed to introduce the student to the principles and practices of human association. *First semester. Credit, 3 semester-hours.*

PROFESSOR ORMOND.

**1<sup>b</sup>. Rural Sociology.**—A study of rural conditions in relation to social welfare; existing rural ideals; observation of rural tendencies and movements; and rural betterment through social adjustments. Prerequisite, Sociology and The Church 1<sup>a</sup>. *Second semester. Credit, 3 semester-hours.*

PROFESSOR ORMOND.

#### FOR JUNIORS AND SENIORS

**2<sup>a</sup>. The Rural Church.**—A general view of the service which the rural church has rendered; some problems which face the rural church today; and the challenge of the rural church for effective Christian leadership. *First semester. Credit, 3 semester-hours.*

PROFESSOR ORMOND.

[Not offered in 1928-29.]

**2<sup>b</sup>. The Rural Church and Community Life.**—This course deals with the nature and mission of the rural church; its present day opportunities; the better organization of the rural church for larger results. Prerequisite, Sociology and The Church 2<sup>a</sup>. *Second semester. Credit, 3 semester-hours.*

PROFESSOR ORMOND.

[Not offered in 1928-29.]

#### FOR SENIORS AND GRADUATES

**3<sup>a</sup>. The Church and Modern Social Problems.**—A study of some significant social conditions as they are related to the church with an attempt to discover the social task of the church. *First semester. Credit, 3 semester-hours.*

PROFESSOR ORMOND.

**3<sup>b</sup>. The Program of the Modern Church.**—This course consists of a study of the church and education; the church and social service; the church and finance; the church and evangelism; and the church and missions. *Second semester. Credit, 3 semester-hours.*

PROFESSOR ORMOND.

## DEPARTMENT OF ROMANCE LANGUAGES

PROFESSORS WEBB AND COWPER, ASSISTANT PROFESSORS YOUNG AND JORDAN,  
MR. STEINHAUSER, AND MISS SCOTT

The elementary and introductory courses in French are for the general student and seek to impart a reading knowledge of standard French. Courses 9 and 5 offer systematic training in the French language. They prepare for university courses where French is used in class, for foreign study, and for teaching French. The literary courses are devoted to the systematic study of classical and modern French literature. Advanced students are offered an introductory course in Old French Philology and Literature.

The first two courses in Spanish are for the general student. They are designed to give a reading knowledge and a sound beginning in the use of the language. The remaining courses afford the opportunity to continue the study of the Spanish language and of Spanish and Spanish-American literature through four years.

An intensive course in Italian is offered well qualified language students. After a brief study of the grammar, Dante is read in the original.

Owing to the large number of applicants for enrollment in the French and Spanish courses, it is necessary to limit the number admitted. Students are admitted into each section or class in the order of application until the maximum established is reached.

## FRENCH

## FOR ALL STUDENTS

**1<sup>a</sup>. Elementary French.**—Pronunciation, grammar to include regular verb forms and common irregular verbs, translation. *First semester. Credit, 3 semester-hours.* PROFESSORS WEBB AND COWPER, ASSISTANT PROFESSOR JORDAN AND MISS SCOTT.

**1<sup>b</sup>. Elementary French.**—Completion of the irregular verb, composition, dictation, and translation of simple French. *Second semester. Credit, 3 semester-hours.* PROFESSORS WEBB AND COWPER, ASSISTANT PROFESSOR JORDAN AND MISS SCOTT.

**2<sup>a</sup>. French Prose.**—Grammar review, dictation, composition, reading and translation of selected works of modern authors. *First semester. Credit, 3 semester-hours.*

PROFESSORS WEBB AND COWPER, ASSISTANT PROFESSORS  
YOUNG AND JORDAN, AND MISS SCOTT.

**2<sup>b</sup>. French Prose.**—Dictation, composition, reading and translation of selected works of modern French authors. *Second semester. Credit, 3 semester-hours.* PROFESSORS WEBB AND COWPER, ASSISTANT PROFESSORS  
YOUNG AND JORDAN, AND MISS SCOTT.

**7<sup>a</sup>. Intermediate French Prose and Poetry.**—Selected works of modern French authors. Reports on outside reading. *Credit, 3 semester-hours.*  
ASSISTANT PROFESSOR JORDAN AND MISS SCOTT.

**7<sup>b</sup>. Intermediate French Prose and Poetry.**—Introduction to the literature of the 17th Century. Selected works of Corneille, Racine, and La Fontaine. Outside reading and reports. *Second semester.*  
ASSISTANT PROFESSOR JORDAN AND MISS SCOTT.

FOR JUNIORS AND SENIORS

**9<sup>a</sup>. French Composition.**—Review of grammar. Oral and written composition. *First semester. Credit, 3 semester-hours.*

PROFESSOR COWPER.

**6<sup>b</sup>. The French Romantic Movement.**—*Second semester. Credit, 3 semester-hours.*

PROFESSOR COWPER.

**3<sup>b</sup>. Poems of Victor Hugo.**—*Second semester. Credit, 3 semester-hours.*

PROFESSOR WEBB.

**4<sup>a</sup>. Molière.**—*First semester, Credit, 3 semester-hours.*

PROFESSOR WEBB.

**11<sup>a</sup>. French Drama Since 1850.**—Lectures, discussions, and collateral readings. Realism in French Drama; the Social Comedy; the Problem play. Selected plays from Musset, Dumas fils, Augier, Sardou, Labiche and others. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR YOUNG.

**11<sup>b</sup>. French Drama Since 1850.**—Lectures, discussions, and collateral readings. The Théâtre Libre; the Psychological drama; survival and renewal of Romanticism; the Symbolistic drama; the Contemporary stage. Selected plays from Becque, Curot, Brieux, Rostand, Maeterlinck and others. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR YOUNG.

FOR SENIORS AND GRADUATES

**French 8. French Realism.**—Primarily devoted to the novel, this course will trace French realistic technique from its beginnings in the romantic period down to the present century. The impetus given to literary movements by Positivism, Darwinism, and the Scientific Craze and the modifications brought about by the advent of Bergsonism, Nationalism, etc., will be treated. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR JORDAN.

**13. Survey of French Literature.**—Selections from the masterpieces of French literature from 1500 to the present day will be studied as the basis for tracing the main currents of the history of French literature. *Three hours a week. Credit, 6 semester-hours.*

ASSISTANT PROFESSOR JORDAN.

[This course will not be given when French 8 is given.]

**5. The French Language.**—French Phonetics; grammar; composition; dictation; diction; conversation; lectures in French. *Credit, 6 semester-hours.*  
PROFESSOR WEBB.

**10<sup>a</sup>. Old French.**—An introduction to the Old French language and literature. Brief study of Old French grammar; reading of extracts from the *Chanson de Roland*; lectures. *First semester. Credit, 3 semester-hours.*  
PROFESSOR COWPER.

**10<sup>b</sup>. Old French.**—Types of Old French literature. Reading of typical *Romans d'aventure*; lectures. *First semester. Credit, 3 semester-hours.*  
PROFESSOR COWPER.

**12. The Eighteenth Century.** *L'Encyclopédie, Voltaire, Rousseau, Saint-Pierre, Chateaubriand, Madame de Staël.*—*First semester. Credit, 3 semester-hours.*  
PROFESSOR COWPER.

[Will not be offered when Old French is given.]

#### ITALIAN

FOR JUNIORS AND SENIORS

**1. Italian.**—Wilkins, *First Italian Book*; *Italian Folk Tales* (Cowper); Dante, *Vita Nuova* (McKenzie); Dante, *Divina Commedia* (Grandgent). *Credit, 6 semester-hours.*  
PROFESSOR WEBB.

#### SPANISH

FOR ALL STUDENTS

**1<sup>a</sup>. Elementary Spanish.**—Practical, every-day vocabulary. Grammar includes principal parts of speech in their simple applications, outline of the formation and applied conjugation of regular verbs and the commonest irregular verbs. Reading to include 25 pages of simple prose. Dictation and conversation. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR YOUNG AND MR. STEINHAUSER.

**1<sup>b</sup>. Elementary Spanish.**—Continuation of course 1<sup>a</sup>, including radical changing and irregular verbs and the commonest irregular verbs in all the tenses of the indicative and subjunctive. Reading of 75 pages of simple prose. Dictation, conversation, and composition. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR YOUNG AND MR. STEINHAUSER.

**2<sup>a</sup>. Spanish Prose.**—Thorough review of grammar, emphasizing the uses of the subjunctive, common idiomatic phrases, and other peculiarities of syntax. Reading of 100 pages of representative texts of modern Spanish. Frequent drills in composition and conversation. *First semester. Credit, 3 semester-hours.*  
MR. STEINHAUSER.

**2<sup>b</sup>. Spanish Prose.**—Continuation of course 2<sup>a</sup>. Reading of 200 pages of representative texts of modern Spanish. Intensive drill in conversation, composition, and dictation. *Second semester. Credit, 3 semester-hours.* MR. STEINHAUSER.

**3<sup>a</sup>. Spanish Literature.**—General survey of Spanish literature from the earliest beginnings to the present day, with special emphasis on the fiction and drama of the Golden Age. Lectures and reports on assigned readings, and translation of representative classic texts. *First semester. Credit, 3 semester-hours.* MR. STEINHAUSER.

[Not offered in 1928-29.]

**3<sup>b</sup>. Spanish-American Literature.**—Survey of Spanish-American literature, with special emphasis on the practical aspects of Spanish-American life. Lectures, reports on assigned readings, translation of representative texts, conversation and advanced composition. *Second semester. Credit, 3 semester-hours.* MR. STEINHAUSER.

[Not offered in 1928-29.]

**4<sup>a</sup>. Spanish Novel.**—History of the origins and early types through the classic period. Lectures, reports on outside reading, and translation of representative texts. *First semester. Credit, 3 semester-hours.* MR. STEINHAUSER.

**4<sup>b</sup>. Modern Spanish Novel.**—The Spanish novel from the beginning of the nineteenth century until the present. Reading of modern and contemporary novels, lectures, and special reports on outside reading. *Second semester. Credit, 3 semester-hours.* MR. STEINHAUSER.

**5. Spanish Conversation and Composition.**—Exercises on assigned topics and material. *Two hours a week to be arranged. Credit, 1 semester-hour each semester.* MR. STEINHAUSER.

Open on consent of the instructor, to students who are taking or who have taken a course above Spanish I.

## DEPARTMENT OF PHYSICAL EDUCATION

DIRECTOR OF PHYSICAL EDUCATION DEHART. ASSISTANT DIRECTORS OF PHYSICAL EDUCATION STEINER, BUCHHEIT, TILSON, CAMERON, AND WHITTED. GYMNASIUM DIRECTOR CARD.

Two hours a week of physical exercise and one hour of classroom work are required of all students through the sophomore year. Exclusive of the 126 semester-hours required for graduation, this work counts two semester-hours credit a year towards meeting the requirements for graduation. It is under the immediate direction of the various coaches of the varsity teams. The aim to promote mass athletics is furthered by placing various supervised sports on a competitive basis.

A careful physical examination of all students is made and recorded and special training to correct physical deficiencies and weaknesses is given.



All students not excused from the regular course because of physical disabilities are required to take part in football, basketball, baseball, track, and swimming through their first year. The classroom work consists of lectures on the rules, methods of training, fundamentals of the sports, etc.

During the sophomore year a student may elect the sport in which he will major and his exercise will consist of work in that sport under the direct supervision of the Director of Physical Education or the Assistant Director who may be in charge of the sport elected as a major. The lectures will cover the methods of coaching the sport elected as a major and physical hygiene.

Calisthenics are used as little as possible and the entire course of work is planned to introduce games and the spirit of competition into the mass form of athletics.

The courses in physical education are designed to meet the increased demand for teachers of physical education and athletic coaching in the public schools.

A regulation costume of white shirt, white trousers, and gymnasium shoes is required.

The several sections meet on the following hours:

Sections 1a and 1b: Mon., Wed., Fri., at 8:30. Credit, 2 semester-hours.

Sections 2a and 2b: Mon., Wed., Fri., at 9:30. Credit, 2 semester-hours.

Sections 3a and 3b: Mon., Wed., Fri., at 11. Credit, 2 semester-hours.

Sections 4a and 4b: Mon., Wed., Fri., at 12. Credit, 2 semester-hours.

Sections 5a and 5b: Tues., Thurs., Sat., at 8:30. Credit, 2 semester-hours.

Sections 6a and 6b: Tues., Thurs., Sat., at 9:30. Credit, 2 semester-hours.

Sections 7a and 7b: Tues., Thurs., Sat., at 11. Credit, 2 semester-hours.

Sections 8a and 8b: Tues., Thurs., Sat., at 12. Credit, 2 semester-hours.

#### PHYSICAL EDUCATION FOR WOMEN

MISS GROUT, Director.

MISS VOSSELLER, Assistant.

Two periods of exercise a week are required of all women students through the junior year. In addition, one lecture hour of personal hygiene is required of all freshmen. Although not included in the 126 hours needed for graduation, the above requirements must be met satisfactorily before the end of the senior year.

All students are given a physical and medical examination upon entering and at intervals throughout their college course. Classes in individual gymnastics and moderate sports are arranged for those who should not take the more active work.

A regulation costume of plain white middy and black serge bloomers is required. For the sake of uniformity students are requested to purchase these from a specified firm. Order blanks will be sent out during the summer.

ACTIVITIES OFFERED:

*Fall term (October to December):* Basketball, swimming, tennis, quoits, hiking.

*Winter term (December to March):* Gymnastics, apparatus and games, Danish gymnastics, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming.

*Spring term (March to June):* Tennis, swimming, baseball, track and field events, archery.

**I. The Teaching of Physical Education.**—This course is intended to meet the needs of prospective teachers in the public schools who may wish to assist in physical education. It includes first, a review of personal and school health problems with emphasis on the teaching of hygiene in the public schools; second, discussions and lectures on such topics as the value of play, the psychological and physiological make-up of the school child, objectives, the planning of programs of physical education for different age groups; third, one meeting a week for practice in playing, refereeing and coaching various games and sports. *Two lecture hours and one practice period a week throughout the year. Credit, 4 semester-hours.*

MISS GROUT.

Open to senior women in the Department of Education and to other seniors and juniors by permission of the instructor.

DUKE UNIVERSITY  
THE GRADUATE SCHOOL OF ARTS  
AND SCIENCES

1927-1928

ANNOUNCEMENTS FOR 1928-1929



# GRADUATE INSTRUCTION IN DUKE UNIVERSITY

## GENERAL STATEMENT

Prior to 1916 there was no separate organization within Trinity College to promote and supervise graduate studies. However, there had been for many years a limited number of graduate students who completed a year of post graduate work and received the degree of master of arts. The work of such students was supervised through the office of the Dean of Trinity College. Many of these graduate students went out from Trinity College to continue their studies at other colleges and universities and later achieved distinction as teachers and scholars.

In September, 1916, President Few appointed a Committee on Graduate Instruction to deal with the problems involved in the promotion and administration of graduate work. In that year there were six graduate students in the College, and seven graduates of the College were enrolled in the professional School of Law. During and immediately after the World War the number of graduate students remained small, but by the year 1923-1924 the graduate enrollment had increased to thirty-five, exclusive of the college graduates enrolled in the School of Law.

The growing importance of graduate work in Trinity College caused the Committee on Graduate Instruction, during the first semester of the year 1923-1924, to make a careful study of requirements for admission to graduate work, of requirements for advanced degrees, and of other conditions affecting standards of graduate instruction. A comprehensive report was prepared by the Committee and adopted by the Faculty. Provision was made for the granting of two advanced degrees, master of arts and master of education. Regulations were adopted which increased the distinction between graduate and undergraduate work. A thesis requirement was made for every candidate for a graduate degree, and provision was made for the examination of theses by Faculty committees. The Committee on Graduate Instruction undertook a closer supervision of graduate courses and of the work of graduate students.

Thus, when Trinity College became Duke University in December, 1924, noteworthy progress had already been made in organizing a graduate department with advanced courses in many fields of study and with high standards. In accepting Mr. Duke's great benefaction, the Trustees definitely included a Graduate School of Arts and Sciences as a member of the university organization.

In the academic year 1926-1927 a Council on Graduate Instruction was established in the University to exercise general supervision over graduate work in arts and sciences, and Professor William H. Glasson was appointed Dean of the Graduate School of Arts and Sciences.

### THE LIBRARY

Duke University has long possessed an excellent Library for the purposes of undergraduate instruction. In recent years special funds have been provided and appropriations made to collect material for the use of members of the faculty and graduate students desiring to engage in research work. Particular attention has been given to obtaining complete sets of important periodicals, biographical and bibliographical collections, files of southern newspapers, collections of state papers, parliamentary debates, and historical documents, proceedings of scientific societies, and standard editions of American and foreign authors. This policy of constantly enriching the Library's store of source material will be continued.

Up to March 19, 1928, the Duke University Library had received and accessioned 104,044 bound volumes and 19,614 pamphlets. Many thousands of volumes and pamphlets have not yet been accessioned, and other large purchases of books, periodicals, and brochures are in Europe awaiting shipment. In March, 1927, the Library was moved to a commodious new building. This contains a large general reading room, a periodical room supplied with a comprehensive list of about 700 American and foreign publications, a special reading room for faculty and graduate students, a law library, and administrative and working rooms for the Library staff. Within a few years, a University Library building, especially designed and equipped to facilitate research, will be erected on the new University

Campus. The present Library building will then be used by the College for Women.

During the past year between \$50,000 and \$60,000 have been expended in purchases of library material especially intended for use in graduate work. The largest purchase was the Lanson collection in French literature, consisting of 9000 volumes and 2000 monographs and brochures. This collection includes authors and works from the fifteenth century to the present, including the most useful critical volumes on authors and their works. The material on Voltaire and Rousseau is especially comprehensive and valuable. There are in the collection many early editions and rare volumes of the sixteenth, seventeenth and eighteenth centuries. This collection was Professor Lanson's private library and will give the Duke University Library very superior facilities for students of French literature.

Another important purchase was made in England and consists of about 1500 volumes of laws, journals, acts of Parliament, parliamentary history and debates, English statutes, memoirs, periodicals and pamphlets. This adds very greatly to the material available for the study of English history.

There have recently been purchased for the Department of Chemistry twenty-three sets of chemical periodicals comprising in all 1670 volumes. These sets are all in foreign languages with the German predominating. All of the sets are complete and date back to the beginning of the nineteenth century.

The English Department has secured about 1200 volumes needed to complete broken sets of periodicals or to supply sets not already owned by the Library. A notable purchase was a complete set of "Nuova Antologia" consisting of more than 300 volumes.

Dr. John Franklin Crowell, former president of Trinity College, presented the Library during the past year with a large collection of pamphlets and periodicals in the field of economics and social science. This collection is especially rich in material on railroads, money, corporations and finance. Dr. Crowell is planning to add largely to this collection which represents material collected by him during his many years as a teacher of economics and an editor of economic publications.

Considerable progress has been made during the past year toward further improvement of the Library collection on inter-

national law and international arbitration. Documentary reports of the decisions of various arbitral commissions, the publications of the Permanent Court of International Justice complete to date, treatises on various phases of the subject of arbitration and the more general question of an international jurisdiction, and the recorded deliberations of various international bodies considering these subjects, are available for the investigator.

Other interesting purchases are a set of "Archives Diplomatiques" in 111 volumes covering the years 1861-1913, which was purchased in France, and also a set of German mathematical publications consisting of 150 volumes. Further large additions to the research material in the Library are in prospect for later announcement.

#### SCIENCE LABORATORIES

Duke University is provided with well equipped laboratories in biology, chemistry, electrical engineering, and physics. These laboratories are located in the Crowell Science Building, the Asbury Building, and in the new science building opened in the spring of 1928. Graduate students are now provided with excellent facilities for research in the natural sciences. In addition to the provision of modern apparatus, large sums have recently been expended to purchase important additions to the collections of scientific periodicals and publications in the departmental libraries and in the University Library.

#### GRADUATE SCHOOL BUILDING

One of the new buildings of the University has been designated as the center of graduate student life. This hall is just south of the University Library, with which it is connected by an underground passage way. It is within a short distance of the new science hall. The Graduate building contains excellent dormitory accommodations for men. Graduate men are advised to reserve rooms in this dormitory. There are also provided rooms for administrative offices, seminars and for social purposes. A class room building adjoins on the south.



### GRADUATE CLUB

One of the active organizations of the University is the Graduate Club. Its meetings are held monthly and are devoted to the professional and social interests of graduate students. Many eminent speakers have addressed the club at meetings open to the public. Recent speakers have been President W. P. Few, Professor Thomas Nixon Carver of Harvard, and Professor William McDougall. Mr. Frederick J. Holl was president of the Graduate Club during the academic year 1927-28.

### FELLOWSHIPS AND SCHOLARSHIPS

For the assistance and encouragement of graduate students of high character and marked ability, the University has established a considerable number of fellowships and scholarships. The Angier B. Duke Memorial, Incorporated, awards an annual fellowship of one thousand dollars to a graduate student of exceptional merit. Two University fellowships of eight hundred dollars each, two University fellowships of seven hundred dollars each, and sixteen University fellowships of six hundred dollars each have been established. There are also eleven graduate scholarships of three hundred dollars each. Holders of fellowships and scholarships will be expected to pay the tuition fee and such additional fees as are regularly required. Applications for these appointments should be made on or before March 15 of each year. In case vacancies occur, applications submitted on a later date will be considered.

There are also a number of graduate assistantships open in the various departments with compensation ranging from \$600 to \$1000. Graduate assistants are under obligation to give as much as one-half of their time to such work in the departments as may be assigned to them. They will usually be unable to carry a full program of study. Information regarding fellowships, graduate scholarships, and graduate assistantships, together with application blanks, may be obtained from the Dean of the Graduate School, Duke University, Durham, North Carolina.

### ENCOURAGEMENT OF RESEARCH

The President of the University appoints annually a Faculty Committee on Research consisting of three members, the Presi-

dent himself being a fourth member *ex officio*. On April 1 of each year the Chairman of the Committee on Research receives written applications from members of the Faculty for stipends for the encouragement of research. Amounts granted may be expended for the employment of research assistants, or for the purchase of books, apparatus, and materials. The amount of the stipend may not exceed five hundred dollars. Each member of the Faculty to whom a research stipend is granted must within twelve months make a written report of the progress of his investigation.

#### UNIVERSITY PRESS

The Duke University Press affords facilities for the publication of many scholarly books and articles. The press issues two quarterly reviews: the *South Atlantic Quarterly* and the *Hispanic American Historical Review*. A list of the books that have been published can be obtained from the manager of the Duke University Press, Durham, North Carolina.

# REQUIREMENTS FOR ADMISSION AND DEGREES

## ADMISSION TO GRADUATE COURSES

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

## ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (Ed.M.), and doctor of philosophy (Ph.D.). On following pages of this bulletin, the requirements for these degrees are stated. Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

### ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

No college or university work taken before the bachelor's degree is conferred, or fully earned, may be credited toward an advanced degree except under the following circumstances: A student of Duke University who lacks at the beginning of a term not more than nine semester-hours of fulfilling the requirements for the bachelor's degree may obtain permission to take during the term graduate courses sufficient to bring his total work to fifteen hours a week. Such graduate courses will be credited toward the degree of master of arts or master of education.

No graduate student may be registered in one academic year for more than twenty-four semester-hours of work and a thesis.

### THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be taken before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work.

Special preliminary requirements for admission to candidacy for the A.M. degree in the field of religion have been adopted and are printed on a following page.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate work and a thesis. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and a thesis. Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved preliminary courses in that department and twelve additional semester-hours either in that department or in related work. A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

One academic year of resident graduate work is usually sufficient to enable a well prepared student to complete the requirements for the degree of master of arts. Credit may be given for approved summer school courses and for courses taken in other colleges and universities to the extent hereinafter provided.

#### **SPECIAL REQUIREMENTS FOR THE A.M. DEGREE IN THE FIELD OF RELIGION**

A student desiring to obtain an A.M. degree with religion as the principal field of work must first complete a period of one academic year in residence in the Duke University School of Religion, or in an approved school of similar standing, and must secure thirty semester-hours of credit in studies approved by the faculty of the School of Religion. He may then be recommended to the Graduate Council by the faculty of the School of Religion as a suitable candidate for the A.M. degree. Only those students who have maintained a creditable standing in the first year's work of the School of Religion will be recommended for admission to candidacy for the A.M. degree.

The student, in the next year following the completion of the preliminary requirement in the School of Religion, shall take twelve semester-hours of work and write a thesis for the

A.M. degree in some department of the School of Religion in which he has previously received six semester-hours of credit for resident work. In addition, the student shall take twelve semester-hours of work in related departments of the School of Religion, or in related departments offering graduate courses in the other schools of the University. The student's selection of courses shall be approved by the Faculty of the School of Religion and by the Graduate Council.

In all other respects the candidate for the A.M. in the field of religion shall conform to the usual regulations of the Graduate Council, such as the approval by the Graduate Council of all courses in the School of Religion for which graduate credit is asked, the prerequisites in foreign languages, and the examination of the thesis.

Students who are recommended to the Graduate Council by the Faculty of the School of Religion as candidates for the A.M. degree under the above plan shall be registered for the following year in the Graduate School of the University. They may also be registered in duplicate in the School of Religion for such part of the year's work as will be accepted by the Faculty of the School of Religion toward the degree of bachelor of divinity.

#### DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history of education, educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate work and a thesis. Candidates must take a minimum of twelve semester-hours of

work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

Students preparing to teach may count for graduate credit toward the degree of master of education suitable subject-matter courses not ordinarily open to graduate students when these courses are supplemented by method courses approved by the Department of Education. In such cases the student receives credit for the course in subject-matter only. Such subject-matter courses must be approved by the Graduate Council, by the Department of Education, and by the other department concerned. Credit hours earned under the provisions of this paragraph may not be counted as part of the required work of the candidate in the Department of Education. Except as thus provided, undergraduate courses may not be taken for credit toward the degree of master of education.

Method courses in the teaching of any subject may be counted for credit in the Department of Education when the student has had sufficient preliminary work in the subject to take the method course independently and when the method course has been approved by the Department of Education and announced in that department's program of studies.

The requirements for the degree of master of education may usually be satisfied in one academic year. Credit may be given for approved courses taken in summer schools, or in other colleges and universities, to the extent provided in regulations printed elsewhere in this bulletin.

#### **THESIS FOR THE MASTER'S DEGREE**

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred. A student may

write a thesis during an academic year in which he is not in residence provided he arranges to come to the University for consultation and direction at least once a week in the case of candidates for the degree of master of arts, or once a month in the case of candidates for the degree of master of education. A department may require more frequent consultations when it is deemed necessary.

Three typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 20 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. The head of the department in which the thesis was written selects the chairman of this committee; the other two members are selected by the Dean of the Graduate School, one from a department related to that in which the thesis was written and the other from the members of the Graduate Council. The thesis must be satisfactory to at least a majority of the members of the examining committee, including the representative of the department in which the thesis was written. One copy of an accepted thesis is placed in the University Library; one may be retained by the head of the department in which it was written; the third is returned to the author.

#### SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in four such summer sessions, provided the candidate can make arrangements to write during an academic year a satisfactory thesis under faculty supervision. In the case of the degree of master of arts, students are required to come to the University at least once a week for consultation with the professor in charge, and, in the case of the degree of master of education, they are required to come at least once a month. Otherwise, attendance at five summer sessions is necessary to complete the required work for either the degree of master of arts or master of education. All the work for either degree must be completed within a period of six years.



### CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

Graduates of Duke University may be credited toward the degree of master of arts or master of education with not more than twelve semester-hours of graduate work taken in approved institutions elsewhere. Graduates of other approved colleges and universities who are candidates for the degree of master of arts or master of education in Duke University may be credited with six semester-hours of satisfactory graduate work taken elsewhere. No credit toward advanced degrees is given for university extension or correspondence courses.

### THE DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or enter into correspondence with, the Dean of the Graduate School and the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

The Council on Graduate Instruction has adopted the following regulations governing the conferring of the degree of doctor of philosophy:

1. The Degree. The degree of doctor of philosophy is a research degree; it is not based merely upon the completion of a prescribed period of study or upon the obtaining of credit for a given number of courses. The granting of the degree will be based primarily upon evidence of high attainments in a special field of knowledge and upon the production of a thesis embodying the results of original research.

2. Residence Requirements. The normal period of resident graduate study, after the general requirements of admission to the Graduate School have been satisfied, is not less than three academic years. The candidate will be required to spend at least either the last year in actual residence at Duke University, or the first two years. A student whose undergraduate work is insufficient in amount or unsatisfactory in character may expect to spend additional time in preliminary courses essential as a basis for the graduate work he proposes to undertake. Credit for one year of work done in summer school sessions may be given with the approval of the Graduate Council and of the department in which the student takes his major work. Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.

3. Application for Candidacy for the Ph.D. degree. A student desiring to become a candidate for the Ph.D. degree is ordinarily required to file with the Dean of the Graduate School, not later than the beginning of the second year of graduate work, a formal application indicating in what department and under what professor he proposes to carry on research. A committee will then be appointed to supervise the student's work, with the professor in charge of his research as chairman. If and when the committee finds that the preliminary requirements of the major department have been satisfied, the chairman of the committee shall report the fact in writing to the Dean of the Graduate School. The student's program of study will be arranged after consultation with this committee and must secure its approval. In the case of students who come to Duke University for only the last year of graduate work, and in special cases approved by the Graduate Council, the application for recognition as a candidate for the Ph.D. degree may be filed later than provided above, but not later than October 15 of the academic year in which it is desired that the degree be conferred.

4. Preliminary Examination. Toward the end of the second full year of graduate work (or in special cases at the beginning of the third year), a preliminary examination of each candidate will be held covering the general field of his major subject. This examination will be conducted by the committee in charge of the student's work and will be either oral or written, or both, as the committee may determine. A student who passes this examination will be recognized as a candidate for the Ph.D. degree. At the discretion of a candidate's committee, the examination on his minor subject or subjects may be held at the time of his preliminary examination instead of at the time of his final examination.

5. Program of Study. The program of study of an applicant for the Ph.D. degree is subject to the approval of the Graduate Council and of the committee provided for in Section 3 above. The student must select a major field and one or two minor related fields. When a department offers instruction in a sufficient variety of subjects and the needs of the individual student seem to require it, the Graduate Council may permit a major and minor to be taken in the same department.

6. Foreign Language Requirements. A reading knowledge of French and German will ordinarily be required. A substitution for one of these languages may be made, however, by the consent of the Graduate Council and of the department in which a student takes his major work. The student will be examined on one of the foreign languages at the beginning of his second year of graduate work, and must have qualified in both by the end of the second year of his graduate work. The department in which he takes his major work may indicate preference as to the language in which the student shall first be examined. Foreign language examinations will be conducted by the appropriate language department in conjunction with the department in which the student has his major field of work.

7. Thesis. The thesis for the Ph.D. degree must be a contribution to knowledge. The subject of the thesis must be filed with the Dean of

the Graduate School on or before October 15 of the academic year in which the candidate desires to take the final examinations for his degree. The subject must receive the written approval of the head, or chairman, of the department in which the candidate has his major field of work and also of the professor under whom the thesis is being written. The thesis must be completed to the satisfaction of the professor under whom it is written, and three typewritten copies in approved form must be deposited with the Dean of the Graduate School on or before May 1, if the student desires to be examined on the thesis in the same academic year. The title page must be approved by the major department and by the Dean of the Graduate School.

The candidate's thesis must be published either in its original form or in a modified form approved by the Dean of the Graduate School and the committee in charge of the candidate's work. The degree will not be conferred until publication of the thesis within two years, in approved form, has been guaranteed in a way satisfactory to the Dean of the Graduate School and the professor under whom the thesis was written.

8. Final Examination. The final examination on the thesis and on the subject matter of the major and minor fields will be oral. The examination on both thesis and major and minor work will be held at the same time unless otherwise arranged by special permission of the Graduate Council.

### THE TRAINING OF COLLEGE TEACHERS

College and preparatory schools are constantly calling upon the university graduate schools for efficient teachers. The Duke University Graduate School will endeavor to discover among the candidates for advanced degrees those students who show promise of becoming good teachers. Provision will be made in the various departments for the consideration and discussion of problems of teaching. Graduate students who expect to teach will be given opportunity to gain practical experience under the supervision of successful teachers. The Graduate School will keep such records as will enable it to recommend with confidence students who are likely to prove efficient as teachers.

### THE GRADING OF GRADUATE STUDENTS

Members of the faculty are expected to report the grades of graduate students promptly at the end of each semester on the cards provided for that purpose.

In the grading of graduate students, S or satisfactory shall represent work of an acceptable character, G or good shall be

the next higher grade, and E or exceptional shall be the highest grade. F or failing indicates that the grade of the student is below passing. In a course in which both graduates and undergraduates are enrolled, the grade S shall represent approximately the degree of attainment marked 80 in the case of an undergraduate. A mark of "Incomplete" may be given when a student has failed, for an acceptable reason, to complete some portion of the required work in a course in which his standing is generally satisfactory. The student should arrange with the instructor to complete the remaining work of the course as promptly as possible.

### GENERAL REGULATIONS

Not more than twenty-five students are permitted in a class giving graduate credit, nor are undergraduate students below the senior year permitted in such a class. Exceptions to this rule may be made by special permission of the Graduate Council on recommendation of the department concerned.

In courses exclusively for graduates, students may be given extra credit in semester-hours for extra work done with the approval of the Graduate Council on recommendation of the department.

# COURSES FOR GRADUATE CREDIT

## DEPARTMENT OF BIOLOGY

[Certain undergraduate courses are open to graduate students with the approval of the department. See the "Bulletin of Undergraduate Instruction."]

### BOTANY

#### FOR SENIORS AND GRADUATES

**4. Plant Physiology.**—Laboratory and lectures. *First semester. Credit, 4 semester-hours.* DR. AVERY.

Prerequisite, Botany 1, Chemistry 1, and Physics 1.

**12. Cytology.**—A study of the cell, with emphasis on the relation of cell structure and behavior in growth and inheritance. *Second semester. Credit, 4 semester-hours.* DR. AVERY.

Prerequisite, Botany 1 or Zoölogy 1 and one other course of intermediate grade.

**13. Plant Genetics.**—A study of the principles of inheritance and variation in plants. *First semester. Credit, 3 semester-hours.*

PROFESSOR BLOMQUIST.

Prerequisite, Botany 1 and Botany 2.

**15. Special Problems.**—Hours and credits to be arranged.

BOTANICAL STAFF.

#### FOR GRADUATES

**14. Advanced Plant Anatomy.**—*First semester. Credit, 4 semester-hours.*

DR. AVERY.

**16. Advanced Plant Pathology.**—*Second semester. Credit, 4 semester-hours.*

PROFESSOR WOLF.

**17. Taxonomy of Special Groups.**—*Second semester. Credit, 4 semester-hours.*

PROFESSOR BLOMQUIST.

**18. General Botanical Seminar.**—One hour per week throughout the year. Required of all graduates majoring in botany. Seniors are asked to attend. Hour to be arranged. *Credit, 2 semester-hours.*

BOTANICAL STAFF.

### ZOÖLOGY

#### FOR SENIORS AND GRADUATES

**5. Animal Physiology.**—A course in physiological zoölogy concerning the primary functions of animals of all groups and leading to a more detailed study of the physiological processes in the mammal. *Second semester. Credit, 4 semester-hours.* ASSOCIATE PROFESSOR HALL.

Prerequisite, one year of Zoölogy.

**10. Ecology.**—The natural history of animals—environmental factors, succession, migrations, resting periods; marine, freshwater, and land animals; coloration, associations with plants, symbionts, parasites, polymorphism, alternation of generations, social life, and economic ecology. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoölogy. *First semester in odd years. Credit, 2 semester-hours.* PROFESSOR PEARSE.

**11. Animal Behavior.**—The development of mind in animals. Assigned readings, lectures, reports, conferences. *First semester in even years. Credit, 2 semester-hours.* PROFESSOR PEARSE.

**12. Entomology.**—In this course the taxonomy, morphology, and physiology of insects will be studied, considering both their theoretic and economic aspects. For students who have had at least one year of Zoölogy. *First semester. Credit, 4 semester-hours.* DR. HOPKINS.

**13. Protozoölogy.**—A study of the taxonomy, morphology and physiology of unicellular organisms. For students who have had at least one year of Zoölogy. *Second semester. Credit, 4 semester-hours.* DR. HOPKINS.

#### FOR GRADUATES

**14. Advanced Protozoölogy.**—Weekly lectures and conferences on the recent developments in the field of Protozoölogy. In the laboratory an individual problem will be undertaken by each student. The prerequisites for the course are (1) a definite and feasible problem, and (2) the proper training for carrying out this problem. One lecture and at least 6 laboratory hours each week. *Second semester. Credit, 4 semester-hours.* DR. HOPKINS.

**19. Research.**—Students who have had proper training may carry on research under the direction of members of the faculty. STAFF.

**21. Advanced Parasitology.**—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites. Laboratory work on special problems may be taken in connection with this course by registering for Course 19. *Second semester in odd years. Credit, 2 semester-hours.* PROFESSOR PEARSE.

**22. Advanced Ecology.**—Readings, conferences, and reports; directed work in field or laboratory. *Second semester in even years. Credit, 2 or more hours.* PROFESSOR PEARSE.

**23. Advanced Physiology.**—The aim of this course is to present to the graduate student an account of some of the problems with which physiologists have been concerned during recent years. Lectures and conferences. Hours to be arranged. *Credit, 3 semester-hours.* ASSOCIATE PROFESSOR HALL.

**26. Experimental Embryology.**—This course consists of lectures, assigned readings and reports, and laboratory work. The lectures and assigned readings are to acquaint the student with the work that has been done in this field. In the laboratory a study is made of the effects of environment on various forms of animals, including the frog, chick, and mammal. This work, of necessity, partakes of the nature of research and seminar work. Students electing laboratory work in connection with this course, should register for Zoölogy 19 where credit will be determined by the work done. *Second semester. Credit, 2 semester-hours.*  
 PROFESSOR CUNNINGHAM.

**51. Seminar.**—A weekly meeting of graduate students and faculty to hear reports and discuss biological facts, theories, and problems. One hour a week throughout the year. *Credit, 2 semester-hours.* STAFF.

## DEPARTMENT OF CHEMISTRY

### FOR SENIORS AND GRADUATES

**6. Physical and Electro Chemistry.**—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. *Credit, 6 semester-hours.*  
 PROFESSOR GROSS.

**15. Advanced Inorganic Chemistry.**—Modern valence theories as applied to inorganic compounds, particularly of the less common types such as the metal amines, illustrated by suitable laboratory preparations. *Two recitations and three laboratory hours. Credit, 6 semester-hours.*  
 PROFESSOR GROSS.

**31<sup>a</sup>. Advanced Quantitative Methods.**—Classroom discussion and laboratory determinations involving the more difficult quantitative methods. *One recitation and six laboratory hours. Credit, 3 semester-hours.*  
 ASSISTANT PROFESSOR MILLER.

**31<sup>b</sup>. Instrumental Analysis.**—The recitations will discuss the underlying theory of the various instruments and methods of analysis. *One recitation and six laboratory hours. Credit, 3 semester-hours.*  
 ASSISTANT PROFESSOR MILLER.

**42. Physiological Chemistry.**—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Courses 3 and 5 are prerequisites. Course 6 is desirable though not required. *Two lectures and six laboratory hours. First semester. Credit, 4 semester-hours.*  
 PROFESSOR WILSON.

**43. Metabolism.**—Open to students who have completed course 42 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The lab-

oratory work may be taken by students who have passed course 42, without the lectures. In this case only two semester-hours credit will be given. *Two lectures and six laboratory hours a week. Second semester. Credit, 4 semester-hours.*

PROFESSOR WILSON.

**51. Advanced Organic Chemistry.**—A continuation of course 5<sup>b</sup> consisting of more difficult preparations and qualitative analysis. Course 5<sup>b</sup> and a reading knowledge of German are prerequisite. *One lecture and six laboratory hours, to be arranged. Credit, 6 semester-hours.*

ASSISTANT PROFESSOR BUCK.

**52. Organic Quantitative Analysis.**—A course primarily for those undertaking organic research. *Nine laboratory hours. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR BUCK.

**53. Synthetic Methods of Organic Chemistry.**—A consideration of selected groups such as the terpenes and alkaloids with special emphasis on the synthetic methods involved. Chemistry 51 or equivalent prerequisite. *Credit, 3 semester-hours.*

ASSISTANT PROFESSOR BUCK.

**61. Chemical Thermodynamics.**—A discussion of general chemical theory from the standpoint of thermodynamics. *Three recitations. Credit, 6 semester-hours.*

PROFESSOR GROSS.

Offered in alternate years with course 63.

**62<sup>a</sup>. Colloid Chemistry.**—The lectures will consist of a general survey of the entire field followed by a more detailed discussion of the colloid particle. *Two lectures and three hours of laboratory. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR MILLER.

**62<sup>b</sup>. Phase Rule and Metallography.**—A discussion of typical systems, isothermal curves and space models. The metals and their alloys; structure, constitution and properties, including methods of investigation. *Three lectures. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR MILLER.

Only one of the following courses will be offered in 1928-29: 15, 62<sup>a</sup>, 62<sup>b</sup>, 31<sup>a</sup>, 31<sup>b</sup>.

**63. Chemical Kinetics.**—Theories of reaction velocity, catalysis, the theory of the solid state, the structure of atoms, the radiation theory. Prerequisite, Chemistry 6 or its equivalent. *Credit, 6 semester-hours.*

PROFESSOR GROSS.

Offered in alternate years with Chemistry 61.

**11. Research.**—The aim of this course is to give instruction in methods used in the investigation of original problems. *Nine hours a week, laboratory and conferences. Credit, 3 or 6 semester-hours, according to whether one or two semester-hours are taken.*

PROFESSORS GROSS AND WILSON AND ASSISTANT  
PROFESSORS BUCK AND MILLER.

This course is offered in both semesters; students may elect the first semester without taking the second. It is open to Seniors who have had courses 3, 5<sup>b</sup>, and 6.



## FOR GRADUATES

**12. Seminar.**—Required of all graduate students in chemistry. *One hour a week throughout the year. Credit, 2 semester-hours.*

PROFESSORS GROSS AND WILSON AND ASSISTANT  
PROFESSORS BUCK AND MILLER.

## DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

## ECONOMICS AND BUSINESS ADMINISTRATION

## FOR SENIORS AND GRADUATES

**3<sup>a</sup>. Money and Banking.**—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. Textbooks, collateral reading, and written reports. *First semester. Credit, 3 semester-hours.* PROFESSOR GLASSON.

**3<sup>b</sup>. Public Finance.**—The course is based upon Lutz's *Public Finance* together with collateral reading. Written reports on special topics are required. *Second semester. Credit, 3 semester-hours.*

PROFESSOR GLASSON.

## FOR GRADUATES AND FOR SENIORS BY SPECIAL PERMISSION

**10. History of Political Economy.**—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *Throughout the year. Credit, 6 semester-hours.* ASSISTANT PROFESSOR HAMILTON.

**12. Value and Distribution.**—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *Throughout the year. Credit, 4 semester-hours.* PROFESSOR HOOVER.

## FOR SENIORS AND GRADUATES

**14<sup>a</sup>. Economic Systems.**—A study of alternative economic systems. In addition to an analysis of communism, anarchism and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. *First semester. Credit, 3 semester-hours.* PROFESSOR HOOVER.

**14<sup>b</sup>. Economic Functions of the State.**—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. *Second semester. Credit, 3 semester-hours.* PROFESSOR HOOVER.

**41. Research in Corporation Organization and Finance.**—Open to graduate students and, by special permission, to Seniors who have completed creditably Economics 4<sup>a</sup> and 4<sup>b</sup>. *Second semester. Two hours a week.*  
PROFESSOR GLASSON.

## FOR SENIORS AND GRADUATES

**54<sup>a</sup>. Trade Unionism and Labor Problems.**—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and the United States. The structure, methods and policies of modern unions. Collateral reading is required. Lectures and class-discussions. *First semester. Credit, 3 semester-hours.*

PROFESSOR COTTON.

[Not offered in 1928-29.]

**54<sup>b</sup>. Industrial Relations.**—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Collateral reading is required. Lectures and class discussions. Course 5<sup>a</sup> is prerequisite for this course. *Second semester. Credit, 3 semester-hours.*

PROFESSOR COTTON.

[Not offered in 1928-29.]

## FOR GRADUATES AND FOR SENIORS BY SPECIAL PERMISSION

**51. Advanced Industrial Accounting and Management.**—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost accounting is worked by each student during the course. Collateral reading is required. Lectures and class discussions. *Credit, 6 semester-hours.*

PROFESSOR COTTON.

Courses 5<sup>a</sup> and 7 are prerequisites for this course.

[Not offered in 1928-29.]

## FOR SENIORS AND GRADUATES

**65<sup>a</sup>. International Trade.**—An analysis of the theoretical principles underlying international trade together with a historical study of the foreign trade and tariff policies of the United States, France, Germany, and England down to 1914. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR HAMILTON.

**65<sup>b</sup>. Foreign Trade and Recent Commercial Policy.**—A study of the influence on foreign trade of post-war protectionism, war debts, international capital movements, and inconvertible paper money. Practical problems in buying and selling abroad. Special attention given to Latin America. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR HAMILTON.

## FOR GRADUATES

**31. Advanced Banking.**—This course is open to students who have completed creditably Economics 1 and Economics 3<sup>a</sup> or equivalent courses in other institutions. The subjects for study will be found in the history,

theory, and contemporary functions of the banking systems in the United States, England, and France. *First semester. Two hours a week. Credit, 2 semester-hours.*

PROFESSOR GLASSON.

**18. General Seminar in Economics and Political Science.**—All graduate students with economics or political science as the major subject are members of this seminar. Each student will select a subject for intensive study. Reports of progress in thesis research will be made. There will be lectures and critical discussion by members of the faculty of the department. *One hour a week throughout the year. Credit, 2 semester-hours.*

STAFF OF THE DEPARTMENT.

#### POLITICAL SCIENCE

##### FOR SENIORS AND GRADUATES

**25<sup>a</sup>. American Political Parties and Practical Politics.**—A study of the historical development, organization and methods of political parties in the United States. Special attention will be given to current American politics during the presidential election year. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR RANKIN.

**25<sup>b</sup>. Parliamentary Government.**—This course, being a comparative study of popular governments in modern states, deals particularly with the political systems of the British Empire, France, Germany and Switzerland. Lectures, class-room discussions, assigned readings, and special reports. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR RANKIN.

**8<sup>a</sup>. American Constitutional Law and Theory.**—In this course attention will be given to leading constitutional principles of American government, as developed through judicial interpretation. Emphasis is placed upon problems of current importance. Lectures, reading of cases, assigned legal problems. *First semester. Credit, 3 semester-hours.*

ASSOCIATE PROFESSOR WILSON.

**8<sup>b</sup>. Railroad Regulation in the United States.**—A brief consideration of the general problem of governmental regulation of railroads will be followed by a more intensive study of the activities and powers of regulatory bodies, state and federal. The latter part of the course will be given to an analysis of the Transportation Act of 1920 and to its administration up to the present time. *Second semester. Credit, 3 semester-hours.*

ASSOCIATE PROFESSOR WILSON.

**9<sup>a</sup>. State Government in the United States.**—This course deals with the historical development of political institutions in the states of the Union, with the present organization of state governments, and with relations between state and federal governments. Special reports on assigned topics are required. Lectures, text-book assignments and collateral reading. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR RANKIN.

**9<sup>b</sup>. City and County Government.**—American city government is studied and compared with municipal organization in England, France and Germany. The commission-manager plan, the short ballot and the recall are among the topics given special consideration. The latter part of the course is devoted to a study of county government in the United States, with particular reference to North Carolina. Lectures, text-book assignments, and collateral reading. *Second semester. Credit, 3 semester-hours.*  
ASSISTANT PROFESSOR RANKIN.

**26<sup>a</sup>. Political Theory to the Seventeenth Century.**—In this course a survey is made of political thought from the time of Plato and Aristotle to the seventeenth century. Special emphasis is placed upon particular theorists and upon the development of important concepts in political theory. Readings, lectures, class-room discussions, and reports on special topics. *First semester. Credit, 3 semester-hours.*

ASSOCIATE PROFESSOR WILSON.

[Not offered in 1928-29.]

**26<sup>b</sup>. Modern Political Theory.**—The political theories of Hobbes, Locke, Rousseau, Montesquieu, Harrington, Burke and John Stuart Mill are studied with special reference to their influence upon American political thought. The latter part of the course deals with socialism and the modern idea of the state as expressed by Duguit, Laski and Krabbe. Lectures, assigned readings, and reports on special topics. *Second semester. Credit, 3 semester-hours.*

ASSOCIATE PROFESSOR WILSON.

[Not offered in 1928-29.]

**27. International Law and International Organizations.**—This course includes a study of the elements of international law and the application of principles through recent judicial interpretation and in international negotiations. Particular attention is given to the manner in which the law has been interpreted and applied by the United States. Among the international public organizations studied, the League of Nations and the Permanent Court of International Justice will be considered in some detail. Lectures, case-book assignments, and hypothetical cases for special preparation and class-room discussion. *Throughout the year. Credit, 6 semester-hours.*

ASSOCIATE PROFESSOR WILSON.

## DEPARTMENT OF EDUCATION

### ELEMENTARY EDUCATION

**7. Technique of Teaching.**—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite: teaching experience or six semester-hours of work in materials and methods. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR CARR.

**32. Elementary School Supervision.**—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR CARR.

## EXPERIMENTAL EDUCATION AND EDUCATIONAL PSYCHOLOGY

**10<sup>a</sup>. Psychological Principles of Secondary Education.**—A study of adolescence and the psychology of learning as applied to teaching the principal high school subjects. *Second semester. Credit, 3 semester-hours.*

PROFESSOR CHILDS.

[Not offered in 1928-29.]

**18<sup>a</sup>. Experimental Education.**—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR DOUGLAS.

[Not offered in 1928-29.]

**18<sup>b</sup>. Investigation of Study Problems.**—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR DOUGLAS.

[Not offered in 1928-29.]

**28. Psychology of Learning.**—A study of different types of learning, the principles which underlie successful guidance of learning, methods and conditions of learning, individual differences, etc. Constant reference to experimental literature. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR DOUGLAS.

**38. Investigations in Reading.**—A summary of the results of the more important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing, diagnosis, and supervision; emphasis of problems requiring further investigation. Prerequisite: nine semester-hours of education. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR DOUGLAS.

## HISTORY AND PHILOSOPHY OF EDUCATION

**11. Introduction to the Philosophy of Education.**—A consideration of fundamental concepts underlying educational theory. *First semester. Credit, 3 semester-hours.*

PROFESSOR HOLTON.

[Not offered in 1928-29.]

**13<sup>a</sup>. Legal Phases of School Administration.**—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. *First semester. Credit, 3 semester-hours.*

PROFESSOR HOLTON.

[Not offered in 1928-29.]

**13<sup>a</sup>. Studies in the Historical Development of Public School Administration.**—An advanced course devoted to the development of public school administration in the South, with especial reference to North Carolina as a type. *Second semester. Credit, 3 semester-hours.*

PROFESSOR HOLTON.

[Not offered in 1928-29.]

**14. History of Education in the United States.**—A study of the development of the American public school and the interaction of higher education and the public school. *First semester. Credit, 3 semester-hours.*

PROFESSOR HOLTON.

**24. Current Problems in Public Education as Revealed Through School Surveys.**—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. *Second semester. Credit, 3 semester-hours.*

PROFESSOR HOLTON.

**34. Recent Movements in American Education.**—An intensive study of educational thought and practice since 1900. *First semester. Credit, 3 semester-hours.*

PROFESSOR HOLTON.

[Not offered in 1928-29.]

#### PUBLIC SCHOOL ADMINISTRATION

**9. Statistical Methods Applied to Education.**—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR DOUGLAS.

[Not offered in 1928-29.]

**33. Administrative Pupil Accounting.**—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. *First semester. Credit, 3 semester-hours.*

PROFESSOR PROCTOR.

**16. Secondary School Organization and Administration.**—A study of the outstanding problems of secondary school organization and administration other than the problem of gradation and classification of pupils. *Second semester. Credit, 3 semester-hours.*

PROFESSOR PROCTOR.

[Not offered in 1928-29.]

**23. Public School Finance.**—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. *First semester. Credit, 3 semester-hours.*

PROFESSOR PROCTOR.

[Not offered in 1928-29.]

**43. State and County School Administration.**—A study of state and county organization of public schools, emphasizing underlying principles. *First semester. Credit, 3 semester-hours.* PROFESSOR PROCTOR.  
[Not offered in 1928-29.]

#### SECONDARY EDUCATION AND EDUCATIONAL SOCIOLOGY

**15<sup>a</sup>. Sociological Foundations of the Secondary School Subjects.**—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite: six semester-hours in education, including course 5. *First semester. Credit, 3 semester-hours.* PROFESSOR CHILDS.

**15<sup>b</sup>. Principles of Vocational Guidance.**—A study of the objectives and underlying principles of vocational education, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite: six semester-hours in educational sociology, preferably courses 5 and 15<sup>a</sup>. *Second semester. Credit, 3 semester-hours.* PROFESSOR CHILDS.

**15<sup>c</sup>. Rural Sociology.**—A study of rural life with emphasis upon the social and economic forces which apply to the life of the rural community. *First semester. Credit, 3 semester-hours.*

PROFESSOR CHILDS.

[Not offered in 1928-29.]

**17<sup>a</sup>. The Teaching of High School History.**—Identical with History 12. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *Credit, 6 semester-hours.* ASSOCIATE PROFESSOR SHRYOCK.

**17<sup>b</sup>. The Teaching of Mathematics.**—Identical with Mathematics 13. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. *Second semester. Credit, 3 semester-hours.* PROFESSOR RANKIN.

**26. History of Secondary Education in the United States.**—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. *First semester. Credit, 3 semester-hours.*

PROFESSOR PROCTOR.

[Not offered in 1928-29.]

#### ADVANCED RESEARCH COURSE

**20. Methods of Educational Research: Seminar.**—Graduate students are instructed in methods of research as applied to selected educational problems. Each student must select for intensive study and practice a subject in which he is interested. The course must be pursued through

the year, and no credit will be allowed for a single semester. It is recommended for all graduate students taking major work in education. *One hour a week throughout the year. Credit, 2 semester-hours.*

MEMBERS OF THE DEPARTMENT.

## DEPARTMENT OF ENGLISH

### FOR SENIORS AND GRADUATES

**4. American Literature.**—This course considers in an exhaustive manner the works of some of the American writers. *Credit, 6 semester-hours.*

PROFESSOR HUBBELL.

Course 4 is open only to Seniors and Graduates.

**6<sup>a,b</sup>. Chaucer.**—*Credit, 6 semester-hours.*

PROFESSOR BAUM.

Course 6<sup>a,b</sup> is open only to Seniors and Graduates; the number is limited to twenty-five students.

[Not offered in 1928-29.]

**7. Anglo-Saxon.**—This course requires no previous study of Anglo-Saxon. The first semester is given to a thorough study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of *Beowulf*. *Credit, 6 semester-hours.*

PROFESSOR BAUM.

Course 7 is open only to Seniors and Graduates, and the number is limited to twenty-five.

**8. Middle English.**—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language. *Credit, 6 semester-hours.*

PROFESSOR BAUM.

Students may elect course 8 without having studied either Old or Middle English. Open to Seniors and Graduates.

[Not offered in 1928-29.]

**9<sup>a,b</sup>. The Drama of the Elizabethan Period.**—A study of the drama in England from its beginnings to 1640. *Credit, 6 semester-hours.*

PROFESSOR GILBERT.

Course 9 is open to Seniors and Graduates; the number is limited to twenty-five.

[Only the first half of this course is offered in 1928-29.]

**10<sup>a</sup>. English Literature, 1550-1625.**—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. *First semester. Credit, 3 semester-hours.*

PROFESSOR GREENE.

Course 10<sup>a</sup> is open only to Seniors and Graduates; the number of students is limited to twenty-five.

[Not offered in 1928-29.]



**10<sup>a</sup>. English Literature, 1625-1660.**—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. *Second semester. Credit, 3 semester-hours.*

PROFESSOR GREENE.

Course 10<sup>b</sup> is open only to Seniors and Graduates, and the number of students is limited to twenty-five.

[Not offered in 1928-29.]

**11<sup>a</sup>. English Literature, 1660-1744.**—*First semester. Credit, 3 semester-hours.*

PROFESSOR WHITE.

Course 11<sup>a</sup> is open only to Seniors and Graduates, and the number of students is limited to twenty-five.

[Not offered in 1928-29.]

**11<sup>b</sup>. English Literature, 1744-1798.**—In this course a study is made of the literature of the last half of the eighteenth century and of the development of the periodical essay, the novel, and the spirit of Romanticism. *Second semester. Credit, 3 semester-hours.* PROFESSOR WHITE.

Course 11<sup>b</sup> is open only to Seniors and Graduates, and the number of students is limited to twenty-five.

[Not offered in 1928-29.]

**15. The Drama in England, 1640-1770.**—*First semester. Credit, 3 semester-hours.*

PROFESSOR BAUM.

Course 15 is open only to Seniors and Graduates.

**16<sup>a,b</sup>. The Teaching of Literature and Composition in the High School.**—This course is intended especially for those students who expect to teach in the high schools and for teachers in the city or county who desire instruction in the teaching of English. The work of the course includes consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of literature, the planning of the high-school course, and the study of the most important English classics in the high-school curriculum. *Credit, 6 semester-hours.*

PROFESSOR GILBERT.

Course 16 is open to Seniors, Graduates, and teachers with experience.

[Offered in 1928-29 only as a half course (first semester) with credit of 3 semester-hours.]

**20. Spenser and Milton.**—An exhaustive study of the works of Spenser and Milton. The course offers special opportunity for research. *Credit, 6 semester-hours.*

PROFESSOR GILBERT.

Course 20 is open only to Seniors and Graduates, and the number is limited to twenty-five.

[Not offered in 1928-29.]

**26<sup>a,b</sup>. English Literature, 1400-1550.**—Effort is made in this course to acquaint the student with the lives and works of the principal writers of prose and verse during the Age of Transition, with those influences at

work during the Wars of the Roses, and with the significance of the spread of the Renaissance in England. *Credit, 6 semester-hours.*

PROFESSOR BAUM.

Course 26<sup>a, b</sup> is open only to Seniors and Graduates; the number is limited to twenty-five.

[Not offered in 1928-29.]

27<sup>a, b</sup>. **Studies in the Romantic Poets of the Early Nineteenth Century.**—This course considers in an exhaustive manner the works of some of the Romantic poets. *Credit, 6 semester-hours.*

PROFESSOR WHITE.

Course 27 is open only to Seniors and Graduates; the number of students is limited to twenty-five.

[Only 27<sup>b</sup> is given (second semester) in 1928-29.]

32<sup>a</sup>. **Literary Criticism.**—A history of literary criticism to 1700. *Credit, 3 semester-hours.*

PROFESSOR GILBERT.

Open to Seniors and Graduates.

[Not offered in 1928-29.]

32<sup>b</sup>. **Literary Criticism.**—A history of literary criticism from 1700 to the present. *Credit, 3 semester-hours.*

PROFESSOR GILBERT.

Open to Seniors and Graduates.

[Not offered in 1928-29.]

#### FOR GRADUATES

24<sup>a, b</sup>. **Bibliography and Methods of Research.**—*Credit, 6 semester-hours.*

PROFESSORS GILBERT AND WHITE.

Open only to Graduate students. This course or its equivalent is required of all candidates for higher degrees in English.

31. **The Early Renaissance.**—A seminar in the literature and language of the early Renaissance in England and Scotland. *First semester, one hour a week. Second semester, two hours a week. Credit, 3 semester-hours.*

PROFESSOR BAUM.

Open to Graduates only.

### DEPARTMENT OF GERMAN

#### FOR SENIORS AND GRADUATES

5. **Goethe.**—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever widening interests and literary activities. *Credit, 6 semester-hours.*

PROFESSOR KRUMMEL.

11. **Middle High German.**—A course in the language and literature of Germany's first classical period. Study of the grammar and translation of the great epics and selected lyrics into modern English or German. *First semester:* Wright's *Middle High German Primer*, Hartman von Aue's *Der arme Heinrich*. *Second semester:* Selections from *Das Nibelungenlied*, Gottfried von Strassburg's *Tristan und Isolde* and Wolfram von Eschenbach's *Parzival*. *Credit, 6 semester-hours.*

PROFESSOR VOLLMER.

**12<sup>a</sup>. Gothic.**—Phonology and morphology of Gothic as the basis of modern English and German. Lectures. Reading of the Ulfilas Gothic version of the Bible. Knowledge of modern German not essential. *First semester. Credit, 3 semester-hours.* PROFESSOR VOLLMER.

**12<sup>b</sup>. Leibnitz to Romanticism.**—Lecture course covering eighteenth century German literature with special emphasis upon the contribution of the contemporary philosophy of Europe toward the development of Germany's chief classical period, culminating in Schiller and Goethe. Colateral reading and written reports. *Second semester. Credit, 3 semester-hours.* PROFESSOR VOLLMER.

## FOR GRADUATES

**13. German Seminar.**—A seminar will be conducted in the field of German Romanticism for properly qualified students.

PROFESSOR VOLLMER.

## DEPARTMENT OF GREEK

## FOR SENIORS AND GRADUATES

**3. Greek Drama.**—Selected plays are read, and their dramatic construction and distinctive features are discussed. *Credit, 6 semester-hours.* PROFESSOR PEPLER.

**4. Homer.—*Odyssey*. Pindar and Bacchylides.**—*Credit, 6 semester-hours.* PROFESSOR PEPLER.

**5. Greek History.**—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. *Credit, 6 semester-hours.* PROFESSOR PEPLER.

**16<sup>a</sup>. Greek Archaeology.**—The topography and monuments of Athens will be studied, and other matters supplementary to course 7 will be presented. Course 16<sup>a</sup> is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Course 1 (or its equivalent) and 7 are prerequisites. *Credit, 3 semester-hours.* ASSISTANT PROFESSOR JOHNSON.

**16<sup>b</sup>. Greek Epigraphy.**—The history of the alphabet is studied, and important inscriptions are read for their content. Prerequisite, Greek 2 or its equivalent. *Credit, 3 semester-hours.*

ASSISTANT PROFESSOR JOHNSON.

## FOR GRADUATES

**8. Seminar in Aristophanes.**—The student is expected to read the eleven comedies, to prepare an analysis of one play and discuss important literary and historical questions suggested by it, and to write a grammatical and exegetical commentary on a selected passage. Lectures on the history of Greek comedy and a study of some of the important extant fragments will accompany the work in Aristophanes. *Credit, 6 semester-hours.*

PROFESSOR PEPLER.

**14. Seminar in Greek History.**—Similar to Course 8 in that the student will read prescribed portions of Herodotus and Thucydides, will analyze

one book of Thucydides, and will prepare a commentary on a selected passage. Lectures on the early logographers as well as the historians.  
*Credit, 6 semester-hours.*

PROFESSOR PEPPLER.

## DEPARTMENT OF HISTORY

### AMERICAN HISTORY

**3<sup>a</sup>. The United States, 1860 to 1876.**—Among the subjects considered are constitutional theories and sectional controversies, the rise of secession, the military strategy and conduct of the Civil War, constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. *First semester. Credit, 3 semester-hours.*

PROFESSOR BOYD.

[Not offered in 1928-29.]

**3<sup>b</sup>. The United States since 1876.**—A survey of inherited political and economic questions, the industrial transformation since 1870, movements of political and social unrest, the course of party development and political reform, imperialism, foreign relations, and recent developments. *Second semester. Credit, 3 semester-hours.*

PROFESSOR BOYD.

[Not offered in 1928-29.]

**10. Constitutional History of the United States, 1783 to 1860.**—Among the subjects considered are the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, early diplomatic relations, sectionalism and its attendant political and economic interests, and the slavery controversy. *Credit, 6 semester-hours.*

PROFESSOR BOYD.

Note: Courses **3** and **10** are offered in alternate years. They are also open to Seniors in the College.

**6. Southern History, 1763-1860.**—The role of the South in American political and social development is traced with special reference to local conditions, state and regional. Among the topics emphasized are the reforms of the revolutionary period, the ratification of the constitution, political ideals and political parties, southwestern expansion, cotton culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession. For Graduates. *Throughout the year, two hours a week. Credit, 4 semester-hours.*

PROFESSOR BOYD.

**7. The Colonial Period, 1606-1763.**—Emphasis is placed on certain typical institutional and social origins and the development of British policy toward the colonies. For Graduates. *Credit, 4 semester-hours.*

PROFESSOR BOYD.

[Not offered in 1928-29.]

**15. Seminar in Southern History.**—Selected topics in the development of the South Atlantic region, chosen from year to year from different periods in its development. For Graduates. *Throughout the year, one hour a week. Credit, 2 semester-hours.*

PROFESSOR BOYD.

**21. Studies in the Diplomatic History of the United States.**—A research course, open to students approved by the instructor. The aim is to give a familiarity with the sources and literature of American diplomacy and to investigate related topics in chosen fields from year to year. These fields are: (a) Independence movement (Not offered in 1928-29), (b) Latin-American Foreign Relations, (c) Sectionalism and American Foreign Relations (Not offered in 1928-29). *Throughout the year, two hours a week. Credit, 4 semester-hours.* PROFESSORS RIPPY AND SEARS.

Note: Courses 6, 7, 15, and 21 are limited to graduates.

#### EUROPEAN HISTORY

**4. English Constitutional History.**—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of British government as it exists today. *Throughout the year, three hours a week. Credit, 6 semester-hours.* PROFESSOR LAPRADE.

[Not offered in 1928-29.]

**17. Europe Since 1870.**—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. *Throughout the year, three hours a week. Credit, 6 semester-hours.*

ASSISTANT PROFESSOR CARROLL.

**18. The History of the European Proletariate.**—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems will be emphasized: the decline of serfdom, the growth of an urban working class, social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries.

ASSISTANT PROFESSOR CARROLL.

[Not offered in 1928-29.]

**22. Early Modern History.**—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR NELSON.

**23. Medieval Institutions and Culture.**—A consideration of the classical heritage, the Germanic infusion, the development of ecclesiastical, feudal, monarchical and communal institutions, the relations of church and state, the use of universities, vernacular literature, philosophy and art, 300-1300 A. D. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR NELSON.

[Not offered in 1928-29.]

Note: Courses, 4, 17, 18, 22, and 23 are also open to Seniors.

**25. British Nationality and Public Opinion.**—A study of the various political and social groups that have contended for the control of English politics and government since the sixteenth century, the methods by which they sought to exercise that control, and the resulting influences on national ideals. For Graduates. *Throughout the year, two hours a week. Credit, 4 semester-hours.* PROFESSOR LAPRADE.

[Not offered in 1928-29.]

**27. Modern Phases of the English Constitution.**—A brief review of the medieval constitution, followed by a more intensive study of certain aspects of its development in the sixteenth, seventeenth, and eighteenth centuries. For Graduates. *Throughout the year, two hours a week. Credit, 4 semester-hours.* PROFESSOR LAPRADE.

**5. A Seminar in the History of the British Empire.**—The work consists of practical training in the methods of historical research based on sources for modern British history. *Credit, 2 semester-hours.*

PROFESSOR LAPRADE.

Note: Courses **25**, **27**, and **5** are open only to graduate students.

#### THE TEACHING OF HISTORY

**12. The Teaching of History and Civics.**—The work in the first semester consists of a discussion of the question of aims and values in teaching history and civics, textbooks, programs of study, methods of instruction, the use of maps and pictures, and some consideration of the problems of teaching history in the elementary schools. The second semester is devoted chiefly to the making and presenting of lesson-plans for use in the high school, to making assignments, and to other problems of high school teaching. *Credit, 6 semester-hours.*

[Not offered in 1928-29.]

ASSOCIATE PROFESSOR SHRYOCK.

Note: This course is also open to Seniors in the College.

#### BIBLIOGRAPHY

**26. Historiography and Bibliography.**—A survey of the development of historical writing, an examination of the greater collections of historical sources, and a consideration of the inter-relationship of history and other branches of social knowledge. *Credit, 2 semester-hours. Hour to be arranged.* MEMBERS OF THE DEPARTMENT.

Note: For graduates only.

#### DEPARTMENT OF LATIN AND ROMAN STUDIES

[A sufficient number of the following courses will be offered in 1928-29 for a major in Latin. All graduate students and Seniors who are planning to pursue any of these courses are requested to communicate or confer with the Department prior to registration in order that their special interests may receive consideration in case some of the courses are not to be given. Afternoon and Saturday morning hours will be utilized insofar as feasible, particularly for the strictly graduate courses.]

## FOR SENIORS AND GRADUATES

**6<sup>a</sup>. Roman Fiction.**—The short story and novel of antiquity. The short stories of Apuleius and parts of the *Satyricon* of Petronius form the major part of the reading. Notes on the Milesian tale; its history; characteristics; development as a literary form; and its service as a prototype for subsequent writers, including Boccaccio, Chaucer, La Fontaine, et al. *First semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH.

**6<sup>b</sup>. Early Latin Christianity.**—Readings in Tacitus, Pliny, Minucius Felix, Tertullian, Lactantius, Cyprian, Jerome, St. Augustine, et al. This course is of value to those whose interests are confined to the subject matter, as well as to those interested from the linguistic point of view. It is primarily a rapid reading course. *Second semester. Credit, 3 semester-hours.*

PROFESSOR ROSBOROUGH.

**7. Epic Poetry.**—From Vergil as a center, a study is made of the Epic poets from Andronicus and Nævius to Statius. *Three hours a week, both semesters. Credit, 6 semester-hours.*

ASSISTANT PROFESSOR GATES.

**8. Roman Dramatic Literature.**—The Comedies of Plautus and Terence. The Tragedies of Seneca. A rapid reading course. Notes on Roman drama and the development of Latin forms and syntax. *Three hours a week, both semesters. Credit, 6 semester-hours.*

ASSISTANT PROFESSOR GATES.

## FOR GRADUATES

**20. Roman Life.**—A survey of the life of the Romans of the late Republic and early Empire. Lectures, reports, slides, photographs. No ancient language requirement for admission. *Three hours a week, both semesters. Credit, 6 semester-hours.*

PROFESSOR ROSBOROUGH.

**21. Sight Reading and Composition.**—The sight reading will be chosen from authors whose works are not commonly read in college classes. The composition work will be adapted to the needs of the class and correlated with the sight reading. *Two consecutive hours a week, both semesters. Credit, 4 semester-hours.*

PROFESSOR ROSBOROUGH AND \_\_\_\_\_

**22. Epigraphy.**—An introduction to the study of Latin inscriptions. Notes on the history, development, and value of the science from the historical, linguistic, and literary aspects. Recommended to majors and minors in Classics, and to teachers of Classics and Ancient History. *Throughout the year, three hours a week. Credit, 6 semester-hours.*

PROFESSOR ROSBOROUGH.

**23. Pro-Seminar.**—Introduction to the methods of criticism and research. Required of all Latin majors. *Three hours a week (two consecutive and a third to be arranged) both semesters. Credit, 6 semester-hours.*

PROFESSOR ROSBOROUGH.

**24. Seminar.**—Training in criticism and research. The seminar is intended primarily for those who have had the pro-seminar and who are working for the doctorate. Hours and credit are the same as those for course **23**.

PROFESSOR ROSBOROUGH.

Note: Either **23** or **24** is offered in 1928-29, but not both courses.

**25. Latin Linguistics.**—Designed to give a scientific basis for the study of the Latin language, hence for Romance languages and English. Alphabet, phonetics, accent, word-formation, general morphology, vocabulary, etymology, syntax. *Two hours a week, both semesters. Credit, 4 semester-hours.*

PROFESSOR ROSBOROUGH.

**26. Roman Historical Literature.**—Comprehensive readings in original Latin sources for a study and interpretation of events and movements of Roman history. *Three hours a week, both semesters. Credit, 3 semester-hours each semester.*

PROFESSOR ROSBOROUGH.

## DEPARTMENT OF MATHEMATICS

FOR SENIORS AND GRADUATES

**4<sup>a</sup>. Theory of Equations and Determinants.**—*First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR PATTERSON.

**4<sup>b</sup>. Modern Higher Algebra.**—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. Text: Bocher's *Introduction to Higher Algebra*. *Second semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR ROBISON.

**5. Advanced Calculus.**—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. Prerequisite, course **3**. *Credit, 6 semester-hours.*

PROFESSOR ELLIOTT.

**6. Differential Equations.**—A study of the more common types of ordinary differential equations with emphasis on geometrical interpretations and applications to geometry and physics. Prerequisite, course **3**. *First semester. Credit, 3 semester-hours.*

ASSISTANT PROFESSOR ROBISON.

**7. Projective Geometry.**—The elements of projective geometry treated synthetically. Introduction to homogeneous coordinates with application to projective geometry. Study of different types of collineations. Prerequisite, analytic geometry and preferably calculus, with which it may, however, be taken simultaneously. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR ROBISON.

**8. Advanced Analytic Geometry.**—Study of the general equation of the second degree, invariants under translations and rotation of coordinate axes, projective properties treated analytically using homogeneous coordinates, analytic geometry of space. This course includes also an



introduction to algebraic geometry. Prerequisite, analytic geometry and preferably calculus, with which it may, however, be taken simultaneously. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR ROBISON.

**9. Fourier's Series and Spherical Harmonics.**—The properties of Fourier's Series and Spherical Harmonics with application to problems of Mathematical Physics. Prerequisite, calculus. *Credit, 3 semester-hours.*

ASSISTANT PROFESSOR ROBISON.

**10. Vector Analysis.**—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. Prerequisite, course 3. *First semester. Credit, 3 semester-hours.*

PROFESSOR ELLIOTT.

**11. Graphical Analysis.**—Graphical methods of solving equations; graphical methods of representing the facts of science, industry, and commerce; rectilinear charts, logarithmic charts, polar charts, isometric charts, trilinear charts, nomographic or alignment charts; curve fitting. *First semester. Credit, 3 semester-hours.*

PROFESSOR RANKIN.

**12. History of Mathematics.**—A study of the historical development of mathematics from 3000 B.C. up to the present time. The first part of this course gives a general survey of the development of elementary and college mathematics with sketches of the lives of the builders of this science. The second part deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, and modern geometry. *First semester. Credit, 3 semester-hours.*

PROFESSOR RANKIN.

Prerequisites, courses 2, 3<sup>a</sup>, 3<sup>b</sup>.

**13. The Teaching of Mathematics.\***—This course is designed primarily for those who intend to teach mathematics. It deals with the recent changes in methods of studying mathematics. A careful study is made of the report of the National Committee on "The Reorganization of Mathematics in Secondary Education." This course also aims to give students an acquaintance with the wide field of literature on mathematics. The coördination of geometry and algebra in junior high school mathematics is studied. *Second semester. Credit, 3 semester-hours.*

PROFESSOR RANKIN.

Prerequisites, courses 2, 3<sup>a</sup>, 3<sup>b</sup>.

#### FOR GRADUATES

**24. Differential Geometry.**—An elementary course in differential geometry. A study of the differential geometry of curves, surfaces, and curves on surfaces. Text: Eisenhart's *Differential Geometry*. Prerequisites, courses 5 and 6. *Hours to be arranged. Credit, 6 semester-hours.*

PROFESSOR ELLIOTT.

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\* This course carries graduate credit for students whose major subject is education.

**25. Integral Equations.**—A study of the Volterra and Fredholm integral equations with special reference to their application to the boundary value problem of differential equations. Prerequisites, courses 5 and 6. *Hours to be arranged. Credit, 6 semester-hours.*

PROFESSOR ELLIOTT.

**26. Infinite Series.**—The theory of convergence and the algebraic and functional properties of series; special types of series; infinite products; divergent series. Prerequisite, course 5. *Hours to be arranged. Credit, 6 semester-hours.*

ASSISTANT PROFESSOR ROBISON.

**27. Theory of Functions of a Complex Variable.**—Study of analytic functions; conformal representation; the theory of infinite series and products with application to hyperbolic and Gamma functions; study of double-periodic functions. Prerequisite, course 5. *Hours to be arranged. Credit, 6 semester-hours.*

ASSISTANT PROFESSOR ROBISON.

[Not offered in 1928-29.]

### DEPARTMENT OF PHILOSOPHY

**3. The Philosophy of Conduct.**—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's *The World of Values*. *First semester. Credit, 3 semester-hours.*

PROFESSOR CRANFORD.

**4. Christian Ethics.**—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smythe's *Christian Ethics*. *Second semester. Credit, 3 semester-hours.*

PROFESSOR CRANFORD.

**5. Idealism.**—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. Prerequisite, Philosophy 1 or 2. Open to Seniors and Graduates. *Credit, 6 semester-hours.*

PROFESSOR CRANFORD.

**7. Present Philosophical Tendencies.**—A survey of present philosophical systems, including the main naturalistic, realistic, pragmatic and idealistic thinkers, with special emphasis on the latter type of thinkers. Prerequisite, Philosophy 1 or 2. Open to Seniors and Graduates. *First semester. Credit, 3 semester-hours.*

DR. HIRSCH.

**8. The Philosophies of Schopenhauer, James, Bergson, and Royce.**—A critical survey of the philosophies of Schopenhauer, James, Bergson and Royce, with emphasis on the rise of pragmatism from Schopenhauer's voluntaristic idealism and from the evolutionary movement in biology.

The dual nature (pragmatism and idealism) of the philosophies of James and Bergson will be given special attention. Prerequisite, Philosophy 1 or 2. Open to Seniors and Graduates. *Second semester. Credit, 3 semester-hours.*  
DR. HIRSCH.

## DEPARTMENT OF PHYSICS

### FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students, but they are open to graduate students. An elementary knowledge of the calculus is presumed in all of the following courses.

**101. Principles of Radio Transmission and Reception.**—A course covering the general theory of wave propagation and including a study of inductance, capacity, induction coils, oscillatory discharge, high frequency generators and transformers, and the various methods of detecting electromagnetic waves. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR COLLINS.

**103. Analytical Mechanics.**—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics, of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. *Credit, 6 semester-hours.*

MR. NIELSEN.

**105. Physical Optics.**—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and premedical students. The course is based on Taylor's *Advanced Optics*. *First semester. Credit, 3 semester-hours.*

PROFESSOR HATLEY.

**106. Modern Physics.**—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. *Second semester. Credit, 3 semester-hours.*

PROFESSOR HATLEY.

**107. Electricity and Magnetism.**—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's *Electricity and Magnetism* is used as the basis of the lectures. Smith's *Electrical Measurements* is used as a guide in the laboratory exercises. Two lectures and one laboratory period a week, throughout the year. *Credit, 6 semester-hours. Under special conditions a credit of either 2 or 4 semester-hours may be arranged.*

PROFESSOR EDWARDS.

### FOR GRADUATES

Twelve semester-hours of undergraduate credit in Physics is a prerequisite to all graduate courses.

**201. Advanced Physical Laboratory.**—Mechanics, Heat, Radiation, Electrical Measurements, Ionization and Radio Activity. This course involves exact measurements in all the fields indicated. Classical experiments are repeated by much the same methods as were employed by the original investigators. *Two laboratory periods per week. Credit, 2-6 semester-hours.*

PROFESSORS EDWARDS AND HATLEY, ASSISTANT  
PROFESSOR COLLINS, AND MR. NIELSEN.

**203. Theoretical Physics.**—This is an advanced course in general physics covering the elementary mathematical theory of Mechanics, Electrodynamics, Hydrodynamics, Thermodynamics, etc. A knowledge of the calculus is presumed and it is desirable that a student take concurrently differential equations. *Credit, 6 semester-hours.* MR. NIELSEN.

**205. Light.**—*Hours to be arranged. Credit, 6 semester hours.*

PROFESSOR HATLEY.

**207. Conduction of Electricity Through Gases.**—Electron theory of gaseous conduction. *First semester. Credit, 3 semester-hours.*

PROFESSOR EDWARDS.

**208. Spectroscopy.**—A laboratory course interspersed with occasional lectures dealing with standard practice in spectroscopy. *Second semester. Credit, 3 semester-hours.*

PROFESSOR EDWARDS.

**209. Thermionic Vacuum Tubes and Radio-Frequency Measurements.**—A laboratory course in radio measurements. Course 101 is a prerequisite of this course. *Credit, 6 semester-hours.* ASSISTANT PROFESSOR COLLINS.

**211. Quantum Theory.**—Application of the quantum theory to photoelectricity, resonance and ionization potentials, X-rays, radioactivity, spectral lines and fine structure, Stark and Zeeman effects, thermal radiation and specific heats. *Three lectures per week. Prerequisite, Theoretical Physics. Credit, 6 semester-hours.*

**213. Electron Theory.**—This course deals with such phases as the charge and mass of the electron, scattering of high speed charged particles by thin foils of matter, isotopes, atomic disintegration, nuclear and atomic structure, radiation, and ionization potentials. *First semester. Credit, 3 semester-hours.*

PROFESSOR HATLEY.

**214. X-rays.**—The properties of X-rays are interpreted in terms of the interaction between radiation and electrons. An effort is made to gain from a study of available X-ray data a better understanding of the structure of the atom and of the nature of X-rays themselves. *Second semester. Credit, 3 semester-hours.*

PROFESSOR HATLEY.

## DEPARTMENT OF PSYCHOLOGY

FOR SENIORS AND GRADUATES

**5. Social Psychology.**—Open to Seniors and Graduates. Lectures, readings and reports. *First semester. Credit, 3 semester-hours.*

PROFESSOR McDUGALL.

**11. Abnormal Psychology.**—Open to Seniors and Graduates. *Second semester. Credit, 3 semester-hours.*

PROFESSOR McDUGALL.

**15. Creative Intelligence, Eugenics and Genius.**—This course will undertake an analysis and interpretation of Creative Intelligence and discuss the basic relationship of creative intelligence to genius. The necessity for an art of Eugenics to preserve and foster creative intelligence will

be indicated. Lectures, prescribed reading, reports and thesis. *First semester. Credit, 3 semester-hours.* Open to qualified Seniors, and to Graduates.

DR. HIRSCH.

**14. Psychological Schools of Today.**—A survey and criticism of Structural, Functional, Behavioristic, Reactionary, Dynamic, and Purposive Psychologies. Special emphasis will be placed on the latter school; the psychologies of Adler, Freud, McDougall and Jung of this group will be presented. Lectures, prescribed readings and reports. *Second semester. Credit, 3 semester-hours.* Open to qualified Seniors, and to Graduates.

DR. HIRSCH.

**10. Differential Psychology.**—This course will survey the mental peculiarities discovered to exist in individuals, families, classes, nations and races. Mental differences in innate intelligence, sensory-motor responses, emotional and instinctive qualities, temperamental and temper tendencies, and in talents and creative activities will be presented. Lectures, prescribed readings, and reports. *Second semester. Credit, 3 semester-hours.* Open to qualified Seniors, and to Graduates.

DR. HIRSCH.

**2. Psychology of Religion.**—The phenomena of religion will be studied from the standpoint of the psychologist. Certain factors in religion will be analyzed into their probable psychological components. Lectures, recitations, prescribed reading, and reports. Course 2 is open to students who have passed in course 1 or its equivalent. *Credit, 6 semester-hours.*

PROFESSOR HICKMAN.

FOR GRADUATES

**20. Seminar in Advanced Psychology.**—Seminar on special problems, for graduate students only. *Second semester. Two-hour sessions, twice a week—to be arranged.*

PROFESSOR McDUGALL.

## DEPARTMENT OF RELIGION\*

### BIBLICAL LITERATURE

FOR SENIORS WHO HAVE HAD COURSE I AND GRADUATES

**3<sup>a</sup>. The Life of Jesus.**—An attempt to discover the consciousness, purpose, and significance of Jesus as set forth in the Synoptic record of His life and ministry. *First semester. Credit, 3 semester-hours.*

PROFESSOR MYERS.

**3<sup>b</sup>. The Teachings of Jesus.**—An interpretation of the teachings of Jesus, based upon the Synoptics, Matthew receiving principal consideration. *Second semester. Credit, 3 semester-hours.*

PROFESSOR MYERS.

### NEW TESTAMENT

FOR SENIORS AND GRADUATES

**SR 1. The New Testament in Greek.**—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *Credit, 6 semester-hours.*

PROFESSOR BRANSCOMB.

\* Candidates for the degree of Master of Arts in the field of Religion must comply with the special requirements printed on page 25.

**SR 2. The Beginnings of Christianity.**—A survey course dealing with the background, the beginnings and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *Credit, 6 semester-hours.* PROFESSOR BRANSCOMB.

## FOR GRADUATES

**SR 3<sup>a</sup>. The Life of Jesus.**—As a preliminary to this course a careful study of the sources of our knowledge of the life of Jesus will be made. Prerequisite, New Testament **SR 2.** *First semester. Credit, 3 semester-hours.* PROFESSOR RUSSELL.

**SR 3<sup>b</sup>. The Teachings of Jesus.**—Prerequisite, New Testament **SR 2.** *Second semester. Credit, 3 semester-hours.* PROFESSOR BRANSCOMB.

**SR 4<sup>a</sup>. The Exegesis of Selected Books of the New Testament.**—The books studied will be Romans and James. The course will be based on the Greek text. Prerequisite, New Testament **SR 1,** or its equivalent. *First semester. Credit, 3 semester-hours.* PROFESSOR BRANSCOMB.

**SR 4<sup>b</sup>. The Exegesis of Selected Books of the New Testament.**—Hebrews and the Johannine Epistles will be read. Prerequisite, New Testament **SR 1,** or its equivalent. *Second semester. Credit, 3 semester-hours.* PROFESSOR RUSSELL.

## OLD TESTAMENT

## FOR SENIORS AND GRADUATES

**SR 1. Introductory Hebrew.**—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *Credit, 6 semester-hours.* PROFESSOR GODBEY.

**SR 3. Introduction to the Old Testament.**—The course will include, first, the sources of Hebrew history and the chief stages in the political, social and religious development of the Hebrew and Jewish nations, and second, the origin, literary form, and contents of the books of the Old Testament. *Credit, 6 semester-hours.* PROFESSOR RUSSELL.

## FOR GRADUATES

**SR 2. Pre-Mosaic Hebrew Religion.**—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Greek required. *Credit, 6 semester-hours.* PROFESSOR GODBEY.

**SR 4<sup>a</sup>. The Hebrew Prophets.**—The nature and methods of Semitic and early Hebrew prophecy; the prophetic inspiration; the historical background and personal history of the prophets; their books and teaching. *First semester. Credit, 3 semester-hours.* Prerequisite, Old Testament **SR 3.** PROFESSOR RUSSELL.

**SR 4<sup>b</sup>. The Book of Job.**—The course will include first, an introductory study of the wisdom literature of the Old Testament and the Apocrypha, and second the history, literary form and teaching of the book of Job. *Second semester, Credit, 3 semester-hours.* PROFESSOR RUSSELL.

**SR 5. The Old Testament in Hebrew.**—Parts of the pentateuch are read during the first semester. Selections from the prophets are the basis for the study in the second semester. *Credit, 6 semester-hours.* Prerequisite, Old Testament **SR 1** or equivalent. PROFESSOR GODBEY.

**SR 6. Ancient Oriental History.**—The aim of this course is to show the relations of Minoan Philistine, Ancient Egyptian and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. *Credit, 6 semester-hours.* PROFESSOR GODBEY.

#### CHRISTIAN DOCTRINE

##### FOR GRADUATES

**SR 1. An Outline of Christian Doctrine.**—A course throughout the year covering in outline the whole field of Christian doctrine. *Credit, 6 semester-hours.* PROFESSOR \_\_\_\_\_.

**SR 3<sup>a</sup>. The History of Christian Doctrine.**—Designed to introduce the student to the historical backgrounds of the doctrines of the Christian Church. Prerequisite, Christian Doctrine **SR 1.** *First semester. Credit, 3 semester-hours.* PROFESSOR \_\_\_\_\_.

#### CHRISTIAN MISSIONS

##### FOR SENIORS AND GRADUATES

**SR 1<sup>a</sup>. Expansion of Christianity.**—The missionary history of Christianity, beginning with the Bible teachings on missions; missionary activity of the apostolic church in the conquest of the Roman empire; the winning of northern Europe; missionary biography. *First semester. Credit, 3 semester-hours.* PROFESSOR CANNON.

**SR 1<sup>b</sup>. Missions in the Modern World.**—A survey of present religious conditions and the status of missionary work in the important mission fields; the great missionary agencies, their foundation and growth; social progress in home and foreign fields. *Second semester. Credit, 3 semester-hours.* PROFESSOR CANNON.

##### FOR GRADUATES

**SR 2<sup>a</sup>. Principles of Missions.**—The creation and cultivation of the missionary spirit at the home base; training of the pastor; principles of missionary education; organization of the local congregation for its missionary tasks. *First semester. Credit, 3 semester-hours.* PROFESSOR CANNON.

**SR 2<sup>b</sup>. Christianity and World-Movements.**—A survey and discussion of the historic background and modern development of significant world movements and of the relation of Christianity to those movements. *Second semester. Credit, 3 semester-hours.* PROFESSOR CANNON.

**SR 3<sup>a</sup>. Missionary Service.**—Qualifications and training of candidates; needs of particular fields; types of work; the indigenous church; nationalist movements. Prerequisite, three semester-hours in Christian Missions and three in History of Religion. *First semester. Credit, 3 semester-hours.* PROFESSOR CANNON.

**SR 3<sup>b</sup>. Missionary Problems.**—Education in mission fields, and other selected topics. Prerequisite, three semester hours in Christian Missions and three in History of Religion. *Second semester. Credit, 3 semester-hours.* PROFESSOR CANNON.

#### CHURCH HISTORY

##### FOR SENIORS AND GRADUATES

**SR 2<sup>a</sup>. Church History to the Reformation.**—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *First semester. Credit, 3 semester-hours.* PROFESSOR GARBER.

**SR 2<sup>b</sup>. History of the Evangelical Movement.**—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *Second semester. Credit, 3 semester-hours.* PROFESSOR GARBER.

##### FOR GRADUATES

**SR 3<sup>a</sup>. The Denominations in America: the Colonial Period.**—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History SR 2. *First semester. Credit, 3 semester-hours.* PROFESSOR GARBER.

**SR 3<sup>b</sup>. The Denominations in America: the National Period.**—Major emphasis is placed upon relations of church and state; steps toward Christian unity; the small sects; the Young People's Movement; Christian education; and modern theological issues. Prerequisite, Church History SR 2. *Second semester. Credit, 3 semester-hours.* PROFESSOR GARBER.

**SR 4<sup>a</sup>. Great Men of the Christian Church.**—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History SR 2. *First semester. Credit, 3 semester-hours.* PROFESSOR GARBER.

**SR 4<sup>b</sup>. Protestantism and Catholicism in Europe since 1800.**—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism; relations of church and state; German theology of the nineteenth century; and the Oxford movement. Prerequisite, Church History SR 2. *Second semester. Credit, 3 semester-hours.* PROFESSOR GARBER.

**SR 5. Studies in Methodism.**—A seminar. Enrollment limited to ten students. *One hour a week throughout the year. Credit, 2 semester-hours.* PROFESSOR GARBER.

#### HISTORY OF RELIGION

##### FOR SENIORS AND GRADUATES

**SR 1<sup>a</sup>. The Nature and Early Development of Religion.**—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *First semester. Credit, 3 semester-hours.* PROFESSOR SOPER.



**SR 1<sup>b</sup>. Living Religions of the World.**—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *Second semester. Credit, 3 semester-hours.*

PROFESSOR SOPER.

FOR GRADUATES

**SR 2<sup>a</sup>. Leading Ideas of Religion.**—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion SR 1. *First semester. Credit, 3 semester-hours.*

PROFESSOR SOPER.

**SR 2<sup>b</sup>. Leading Ideas of Religion.**—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion SR 1. *Second semester. Credit, 3 semester-hours.*

PROFESSOR SOPER.

**SR 3<sup>a</sup>. Buddhism.**—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools; its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion SR 1. *First semester. Credit, 3 semester-hours.*

PROFESSOR SOPER.

[Not offered in 1928-29.]

**SR 3<sup>b</sup>. Mohammedanism.**—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion SR 1. *Second semester. Credit, 3 semester-hours.*

PROFESSOR SOPER.

[Not offered in 1928-29.]

RELIGIOUS EDUCATION

FOR SENIORS AND GRADUATES

**3<sup>a</sup>. Religious Education and Public Education.**—A study of the relation between religious education and public education with an attempt at formulating a constructive policy of integrating the two. *First semester. Credit, 3 semester-hours.*

PROFESSOR SPENCE.

[Not offered in 1928-29.]

**3<sup>b</sup>. Religious Education: Technique and Types of Teaching.**—A study of the development of methods and an analysis and criticism of the various types of teaching. *Second semester. Credit, 3 semester-hours.*

PROFESSOR SPENCE.

[Not offered in 1928-29.]

**7<sup>b</sup>. Religious Prose and Poetry.**—A study of the great inspirational literature of all times with especial emphasis placed upon modern religious literature. *Second semester. Credit, 3 semester-hours.*

PROFESSOR SPENCE.

**SR 10<sup>a</sup>. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *First semester. Credit, 3 semester-hours.*

PROFESSOR HICKMAN.

**SR 10<sup>b</sup>. Advanced Psychology of Religion.**—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education **SR 10<sup>a</sup>** or equivalent. *Second semester. Credit, 3 semester-hours.*

PROFESSOR HICKMAN.

FOR GRADUATES

**SR 1<sup>a</sup>. The Theory of Religious Education.**—A course in the principles which underlie the whole program of religious education. Its aims, the social factors involved, and evangelism through education. *First semester. Credit, 3 semester-hours.*

PROFESSOR LESOURD.

**SR 1<sup>b</sup>. Methods of Religious Education.**—A practical course in the teaching process, dealing with fundamental principles. *Second semester. Credit, 3 semester-hours.*

PROFESSOR LESOURD.

**SR 2<sup>a</sup>. Organization and Administration of Religious Education.**—This course considers the problem of organizing and administering religious education in the Church and community. *First semester. Credit, 3 semester-hours.*

PROFESSOR LESOURD.

**SR 2<sup>b</sup>. Tests and Measurements in Religious Education.**—General principles underlying tests and measurements. A survey of available tests. Workable plans for Church Schools. *Second semester. Credit, 3 semester-hours.*

PROFESSOR LESOURD.

**SR 3<sup>a</sup>. The Curriculum of Religious Education.**—A study of the evolution of materials in religious education. A survey of available curricula. Principles underlying the selection and organization of materials. *First semester. Credit, 3 semester-hours.*

PROFESSOR LESOURD.

[Not offered 1928-29.]

**SR 3<sup>b</sup>. The History of Religious Education.**—A study of the early beginnings of educational practice in Jewish and Christian churches. The origin and growth of the Sunday School movement. Modern tendencies. *Second semester. Credit, 3 semester-hours.*

PROFESSOR LESOURD.

[Not offered 1928-29.]

**SR 5. Thesis Seminar in Religious Education.**—Directed research in chosen fields. Open only to students after consultation with instructor. *No credit.*

PROFESSOR LESOURD.

**SR 11<sup>a</sup>. The Religious Experience of the Child.**—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. *First semester. Credit, 3 semester-hours.*

PROFESSOR HICKMAN.

[Not offered 1928-29.]

**SR 11<sup>b</sup>. The Religious Experience of Youth.**—(Continues the study begun in Religious Education **SR 11<sup>a</sup>** and along the same lines.) Prerequisite, one course in general psychology. *Second semester. Credit, 3 semester-hours.*

PROFESSOR HICKMAN.

[Not offered in 1928-29.]

**SR 12<sup>a</sup>. Psychology of Preaching.**—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. Prerequisite, Religious Education **SR 10<sup>a</sup>** or equivalent. *First semester. Credit, 3 semester-hours.* PROFESSOR HICKMAN.

**SR 12<sup>b</sup>. The Psychology of Mysticism.**—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education **SR 10<sup>a</sup>** or equivalent. *Second semester. Credit, 3 semester-hours.* PROFESSOR HICKMAN.

#### SOCIOLOGY AND THE CHURCH

##### FOR SENIORS AND GRADUATES

**3<sup>a</sup>. The Church and Modern Social Problems.**—A study of some significant social conditions as they are related to the Church with an attempt to discover the social task of the church. *First semester. Credit, 3 semester-hours.* PROFESSOR ORMOND.

**3<sup>b</sup>. The Program of the Modern Church.**—This course consists of a study of the Church and education; the Church and social service; the Church and finance; the Church and evangelism; the Church and missions. *Second semester. Credit, 3 semester-hours.* PROFESSOR ORMOND.

#### DEPARTMENT OF ROMANCE LANGUAGES

##### FOR SENIORS AND GRADUATES

**French 8. French Realism.**—Primarily devoted to the novel, this course will trace French realistic technique from its beginnings in the romantic period down to the present century. The impetus given to literary movements by Positivism, Darwinism, and the Scientific Craze and the modifications brought about by the advent of Bergsonism, Nationalism, etc., will be treated. *Credit, 6 semester-hours.*

ASSISTANT PROFESSOR JORDAN.

**13. Survey of French Literature.**—Selections from the masterpieces of French literature from 1500 to the present day will be studied as the basis for tracing the main currents of the history of French literature. *Credit, 6 semester-hours.* ASSISTANT PROFESSOR JORDAN.

[This course will not be given when French 8 is given.]

**5. The French Language.**—French Phonetics; grammar; composition; dictation; diction; conversation; lectures in French. *Credit, 6 semester-hours.* PROFESSOR WEBB.

**10<sup>a</sup>. Old French.**—An introduction to the Old French language and literature. Brief study of Old French grammar; reading of extracts from the *Chanson de Roland*; lectures. *First semester. Credit, 3 semester-hours.* PROFESSOR COWPER.

**10. Old French.**—Types of Old French literature. Reading of typical *Romans d'aventure*; lectures. *First semester. Credit, 3 semester-hours.*  
 PROFESSOR COWPER.

**12. The Eighteenth Century.** *L'Encyclopédie, Voltaire, Rousseau, Saint-Pierre, Chateaubriand, Madame de Stael.*—*First semester. Credit, 3 semester-hours.*  
 PROFESSOR COWPER.

[Will not be offered when Old French is given.]

### THE SUMMER SCHOOL

The Duke University Summer School is divided into two terms of six weeks each. Many courses giving graduate credit are offered by members of the University Faculty and by visiting professors. A bulletin containing information regarding the graduate courses to be offered during the summer of 1928 may be obtained by addressing the Director of the Summer School, Duke University, Durham, N. C. Summer school graduate students who desire to be admitted as candidates for advanced degrees should make application to the Dean of the Graduate School and furnish official transcripts of the work done for the bachelor's degree. Such application may be made by correspondence, or in person during the first week of each summer term.

DUKE UNIVERSITY

SCHOOL OF RELIGION

1927-1928

ANNOUNCEMENTS FOR 1928-1929



# SCHOOL OF RELIGION IN DUKE UNIVERSITY

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## HISTORICAL STATEMENT

The present Duke University has been gradually developed from a simple beginning in a local school established in the northwestern part of Randolph County, North Carolina, in 1838. This school was enlarged in 1840 and named Union Institute. In 1841 it was incorporated as Union Institute Academy by the legislature of North Carolina. Under the leadership of President Braxton Craven, the academy grew into an institution chartered as Normal College in 1851. An amendment to the charter in November, 1852, authorized Normal College to grant degrees, and two students were graduated in 1853 with the degree of bachelor of arts.

In 1859 the charter of Normal College was amended to place the institution under the control of the Methodist Episcopal Church, South, and the name was changed to Trinity College. Dr. John Franklin Crowell became president of Trinity College in 1887; the most important achievement of his administration was the removal of the college to the city of Durham, North Carolina. The first session in the new location opened in September, 1892.

President Crowell resigned in 1894 and was succeeded by the Reverend John Carlisle Kilgo, D.D. During President Kilgo's administration the endowment of Trinity College was greatly increased, the Library and other important buildings were erected, and notable progress was made in increasing the variety and improving the quality of the courses of instruction. A School of Law was established in 1904 by the gift of Messrs. James B. and Benjamin N. Duke. In 1910 President Kilgo was succeeded by Dr. William Preston Few.

Trinity College has experienced a great expansion in faculty, endowment, buildings and equipment during President Few's administration. In December, 1924, Mr. James B. Duke established a \$40,000,000 trust fund for educational and charitable purposes. Trinity College accepted the terms of the inden-

ture of trust on December 29, 1924, and on the following day the name of the institution was changed to Duke University. Mr. Duke's death in 1925 was followed by the announcement of munificent provisions in his will for the development of the University, which bears his family name.

### SCHOOL OF RELIGION

Trinity College was established by Christian men for the purpose of providing education for young men and women under distinctively Christian auspices. There has been no departure from this clearly defined aim. On the contrary since the early days until the present time a steady emphasis has been placed upon this feature of the work of the college, especially in the provision in the curriculum of courses on the Bible and other religious subjects. These courses were provided in such number and variety that in recent years many of the subjects ordinarily to be found in the curriculum of a theological seminary found a place in the list of college undergraduate courses. With the opening of the School of Religion they have been placed in the curriculum of that school.

With the coming of the gift of the late Mr. James B. Duke, the School of Religion and its curriculum have been separated from the work in the Department of Religion in Trinity College. Among those for whom his gift was intended Mr. Duke placed ministers first. He felt sure that his native state of North Carolina, with its varied demands stood in need first of a better educated and more efficiently trained ministry. The organization of the School of Religion of Duke University, the first of the professional schools to start its work, is the carrying out of this intention on the part of Mr. Duke. The work of the School was begun with the opening of the academic year 1926-27, though the exercises formally opening the School were not held until November 9, 1926.

Duke University retains the same close relationship which Trinity College always held to the Conferences in North Carolina of the Methodist Episcopal Church, South. This legal relationship has always been broadly interpreted. Members of all other Christian denominations, as well as Methodists, will



be made to feel welcome in the School of Religion and may be assured that the basis on which the work is conducted is broadly catholic and not narrowly denominational.

### THE PURPOSE OF THE SCHOOL OF RELIGION

Christian work has now expanded to the extent that it covers far more than the work of a preacher or minister. The School of Religion of Duke University purposes to offer training for all types of Christian service. This will include missionaries, teachers of Bible and other religious subjects in the schools and colleges of the Church, directors of religious education, and social workers. In the future it is planned to fit the courses more completely to meet the needs of these workers. Still it must be kept clear that the minister in charge of a church, who is placed before the people to preach the Gospel of Christ, is the center and key to the whole problem of Christian work in the church. It is felt with strong conviction that the training of all Christian workers should be maintained on a high level. Consequently this School of Religion is organized on a strictly graduate basis, only men and women holding the bachelor's degree from institutions of recognized standing being eligible for matriculation. It is sincerely desired and expected that the standards thus set may increasingly influence the type of men and women entering Christian work and may lead them to demand the best of themselves in the prosecution of the work of Christ among men.

### RELATION OF THE SCHOOL OF RELIGION TO DUKE UNIVERSITY

As one of the coördinate schools of Duke University, the School of Religion is in closest touch with the other schools. This is particularly true of its relations with Trinity College and with the Graduate School. Correspondence is invited from those who are interested in the possibility of securing other degrees than the Bachelor of Divinity, which is granted upon recommendation of the faculty of the School of Religion. Seniors in Trinity College are admitted to certain courses in the School of Religion. Various privileges of Duke University are open to students of the School of Religion. Students in

the School of Religion are expected to take part in the religious and social life of the University campus and to share in athletic interests and activities. They are included among those for whom concerts, addresses, and lectures are planned by the University authorities and by different organizations in the University.

#### REQUIREMENTS FOR ADMISSION

Candidates for matriculation must be graduates of colleges of recognized standing. They will be admitted without examination on presentation of an official transcript of all college credits and such other credits as they may have secured. This applies to students coming from foreign countries as well as to students from institutions in the United States. They must satisfy the faculty as to their Christian character and purpose. To this end a letter certifying to a student's character and purpose from the pastor of his home church, a church official, or some faculty member in the college where he did his undergraduate work, should be presented at the time of admission. Women will be admitted on the same conditions as men.

#### ADMISSION TO ADVANCED STANDING

Credit will be given for certain courses in religious subjects taken in college up to and including the limit of fifteen semester-hours or its equivalent. These credits will be granted only for those courses which are designated to be taken by seniors only, or for courses which are designated for juniors and seniors in colleges which permit juniors to register in advanced courses with seniors and graduate students. Students will be received from other schools of religion by vote of the faculty upon presentation of certificates of honorable dismissal and provided the School of Religion from which a student comes is recognized as a school doing work of graduate grade.

#### REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Divinity will be conferred by Duke University on students in the School of Religion who satisfactorily complete the prescribed course of study, which consists of ninety semester-hours of work and a thesis. The

course is planned to cover three years, of two semesters each, and students are urged to plan to spend in their theological studies the full time thus designated. In no case will the degree of Bachelor of Divinity be conferred on a student until he has spent at least two full semesters in residence in the School of Religion, and has satisfactorily completed a minimum of twenty-four semester-hours of work.

### THESIS

A thesis is required of all candidates for the degree of Bachelor of Divinity. It shall be written upon some topic in the major field of study. The title of the thesis must be approved by the professor in charge of the major field, and filed with the Dean of the School of Religion on or before November 1 of the academic year in which it is expected that the degree will be conferred.

The thesis shall be prepared under the supervision and guidance of the professor in charge of the major field. Three type-written copies of the thesis must be submitted to the Dean of the School of Religion on or before May 15 of the year in which the degree is to be conferred.

# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF DIVINITY

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## GENERAL REQUIREMENTS

A candidate for the degree of Bachelor of Divinity must complete satisfactorily forty-eight semester-hours of required work. These general requirements are divided among the departments of instruction in the following manner:

Old Testament	9 semester-hours
New Testament	9 semester-hours
Christian Doctrine	6 semester-hours
Church History	6 semester-hours
Homiletics and Practical Theology	6 semester-hours
Religious Education	6 semester-hours
Christian Missions	3 semester-hours
History of Religion	3 semester-hours
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	48 semester-hours

## MAJOR ELECTIVES

In addition to the general requirements each students must select a major field in which he shall elect twelve semester-hours. The choice of the major field shall be made by the end of the Middle year. A student may major in one of the following fields:

Old Testament	
New Testament	
Christian Doctrine	
Church History	
Homiletics and Practical Theology	
Religious Education	
Christian Missions	
History of Religion	
	12 semester-hours

## FREE ELECTIVES

Thirty semester-hours are designated as free electives. These are to be elected by the student, subject to the approval of the faculty.

30 semester-hours

REQUIRED COURSES AND ELECTIVES BY  
DEPARTMENTS

OLD TESTAMENT

*General requirement:*

SR 3. Introduction to the Old Testament	6 semester-hours
SR 4 <sup>a</sup> . The Hebrew Prophets	3 semester-hours

*Major and free electives:*

SR 1. Introductory Hebrew	6 semester-hours
SR 2. Pre-Mosaic Hebrew Religion	6 semester-hours
SR 4 <sup>b</sup> . The Book of Job	3 semester-hours
SR 5. The Old Testament in Hebrew	6 semester-hours
SR 6. Ancient Oriental History	6 semester-hours

NEW TESTAMENT

*General requirement:*

SR 2. The Beginnings of Christianity <i>and either</i>	6 semester-hours
SR 3 <sup>a</sup> . The Life of Jesus, <i>or</i>	3 semester-hours
SR 3 <sup>b</sup> . The Teachings of Jesus	3 semester-hours

*Major and free electives:*

SR 1. The New Testament in Greek	6 semester-hours
SR 3 <sup>a</sup> . The Life of Jesus	3 semester-hours
SR 3 <sup>b</sup> . The Teachings of Jesus	3 semester-hours
SR 4 <sup>a</sup> . The Exegesis of Selected Books of the New Testament	3 semester-hours
SR 4 <sup>b</sup> . The Exegesis of Selected Books of the New Testament	3 semester-hours
SR 5. Hellenistic Greek	6 semester-hours

CHRISTIAN DOCTRINE

*General requirement:*

SR 1. An Outline of Christian Doctrine	6 semester-hours
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*Major and free electives:*

SR 3 <sup>a</sup> . The History of Christian Doctrine	3 semester-hours
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CHURCH HISTORY

*General requirement:*

SR 2 <sup>a</sup> . Church History to the Reformation	3 semester-hours
SR 2 <sup>b</sup> . The History of the Evangelical Movement	3 semester-hours

*Major and free electives:*

SR 3 <sup>a</sup> . The Denominations in America: the Colonial Period	3 semester-hours
SR 3 <sup>b</sup> . The Denominations in America: the National Period	3 semester-hours

SR 4 <sup>a</sup> . Great Men of the Christian Church	3 semester-hours
SR 4 <sup>b</sup> . Protestantism and Catholicism in Europe since 1800	3 semester-hours
SR 5. Studies in Methodism (Seminar)	2 semester-hours

## RELIGIOUS EDUCATION

*General requirement:*

SR 10 <sup>a</sup> . Introduction to the Psychology of Religion <i>and either</i>	3 semester-hours
SR 1 <sup>b</sup> . Methods of Religious Education, <i>or</i>	3 semester-hours
SR 2 <sup>a</sup> . Organization and Administration of Religious Education	3 semester-hours

*Major and free electives:*

SR 1 <sup>a</sup> . The Theory of Religious Education	3 semester-hours
SR 2 <sup>b</sup> . Tests and Measurements in Religious Education	3 semester-hours
SR 3 <sup>a</sup> . The Curriculum of Religious Education	3 semester-hours
SR 3 <sup>b</sup> . The History of Religious Education	3 semester-hours
SR 4. Seminar in Practical Problems of Religious Education	2 semester-hours
SR 5. Thesis Seminar in Religious Education	No credit
SR 10 <sup>b</sup> . Advanced Psychology of Religion	3 semester-hours
SR 11 <sup>a</sup> . The Religious Experience of the Child	3 semester-hours
SR 11 <sup>b</sup> . The Religious Experience of Youth	3 semester-hours
SR 12 <sup>a</sup> . Psychology of Preaching	3 semester-hours
SR 12 <sup>b</sup> . The Psychology of Mysticism	3 semester-hours

## CHRISTIAN MISSIONS

*General requirement:*

SR 1 <sup>b</sup> . Missions in the Modern World, <i>or</i>	3 semester-hours
SR 2 <sup>a</sup> . Principles of Missions	3 semester-hours

*Major and free electives:*

SR 1 <sup>a</sup> . Expansion of Christianity	3 semester-hours
SR 1 <sup>b</sup> . Missions in the Modern World	3 semester-hours
SR 2 <sup>a</sup> . Principles of Missions	3 semester-hours
SR 2 <sup>b</sup> . Christianity and World Movements	3 semester-hours
SR 3 <sup>a</sup> . Missionary Service	3 semester-hours
SR 3 <sup>b</sup> . Missionary Problems	3 semester-hours

## HISTORY OF RELIGION

*General requirement:*

SR 1 <sup>a</sup> . The Nature and Early Development of Religion <i>or</i>	3 semester-hours
SR 1 <sup>b</sup> . Living Religions of the World	3 semester-hours

*Major and free electives:*

SR 1 <sup>a</sup> . The Nature and Early Development of Religion	3 semester-hours
SR 1 <sup>b</sup> . Living Religions of the World	3 semester-hours
SR 2 <sup>a</sup> . Leading Ideas of Religion (God, Sin and Salvation)	3 semester-hours
SR 2 <sup>b</sup> . Leading Ideas of Religion (Future life and Ethics)	3 semester-hours
SR 3 <sup>a</sup> . Buddhism	3 semester-hours
SR 3 <sup>b</sup> . Mohammedanism	3 semester-hours

## DISTRIBUTION OF COURSES BY YEARS

## JUNIOR YEAR

Old Testament	6 semester-hours
New Testament	6 semester-hours
Church History	6 semester-hours

The remaining twelve semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, Christian Missions, History of Religion; but not more than six semester-hours shall be taken in one department.

12 semester-hours

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30 semester-hours

## MIDDLE YEAR

Old Testament	3 semester-hours
New Testament	3 semester-hours
Christian Doctrine	6 semester-hours

The remaining eighteen semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, Christian Missions, History of Religion, major electives, free electives; but not more than twelve semester-hours shall be taken in one department.

18 semester-hours

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30 semester-hours

## SENIOR YEAR

In the Senior year the student must fulfill all general requirements not completed in the Junior and Middle years. The remainder of the work is elective.

30 semester-hours

## DESCRIPTION OF COURSES

### OLD TESTAMENT

**SR 1. Introductory Hebrew.**—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *Hours to be arranged. Credit, 6 semester-hours.* PROFESSOR GODBEY.

**SR 2. Pre-Mosaic Hebrew Religion.**—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. *Mon., Tues., Wed., at 9:30. Credit, 6 semester-hours.* PROFESSOR GODBEY.

**SR 3. Introduction to the Old Testament.**—The course will include, first, the sources of Hebrew history and the chief stages in the political, social and religious development of the Hebrew and Jewish nations, and second, the origin, literary form, and contents of the books of the Old Testament. *Mon., Wed., Fri., at 8:30. Credit, 6 semester-hours.* PROFESSOR RUSSELL.

**SR 4<sup>a</sup>. The Hebrew Prophets.**—The nature and methods of Semitic and early Hebrew prophecy; the prophetic inspiration; the historical background and personal history of the prophets; their books and teaching. Prerequisite, Old Testament **SR 3.** *Mon., Tues., Wed., at 11 (first semester). Credit, 3 semester-hours.* PROFESSOR RUSSELL.

**SR 4<sup>b</sup>. The Book of Job.**—The course will include first an introductory study of the wisdom literature of the Old Testament and the Apocrypha, and second, the history, literary form and teaching of the book of Job. *Thurs., Fri., Sat., at 11 (second semester). Credit, 3 semester-hours.* PROFESSOR RUSSELL.

**SR 5. The Old Testament in Hebrew.**—Parts of the pentateuch are read during the first semester. Selections from the Prophets are the basis for the study in the second semester. *Hours to be arranged. Credit, 6 semester-hours.* PROFESSOR GODBEY.

**SR 6. Ancient Oriental History.**—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. *Thurs., Fri., Sat., at 8:30. Credit, 6 semester-hours.* PROFESSOR GODBEY.

### NEW TESTAMENT

**SR 1. The New Testament in Greek.**—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *Tues., Thurs., Sat., at 9:30. Credit, 6 semester-hours.* PROFESSOR BRANSCOMB.



**SR 2. The Beginnings of Christianity.**—A survey course dealing with the background, the beginnings and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *Mon., Wed., Fri., at 9:30. Credit, 6 semester-hours.*

PROFESSOR BRANSCOMB.

**SR 3<sup>a</sup>. The Life of Jesus.**—As a preliminary to this course a careful study of the sources of our knowledge of the life of Jesus will be made. Prerequisite, New Testament **SR 2**. *Thurs., Fri., Sat., at 11 (first semester). Credit, 3 semester-hours.*

PROFESSOR RUSSELL.

**SR 3<sup>b</sup>. The Teachings of Jesus.**—Prerequisite, New Testament **SR 2**. *Mon., Tues., Wed., at 11 (second semester). Credit, 3 semester-hours.*

PROFESSOR BRANSCOMB.

**SR 4<sup>a</sup>. The Exegesis of Selected Books of the New Testament.**—The books studied will be Romans and James. The course will be based on the Greek text. Prerequisite, New Testament **SR 1**, or its equivalent. *Thurs., Fri., Sat., at 11 (first semester). Credit, 3 semester-hours.*

PROFESSOR BRANSCOMB.

**SR 4<sup>b</sup>. The Exegesis of Selected Books of the New Testament.**—Hebrews and the Johannine Epistles will be read. Prerequisite, New Testament **SR 1**, or its equivalent. *Thurs., Fri., Sat., at 11 (second semester). Credit, 3 semester-hours.*

PROFESSOR RUSSELL.

**SR 5. Hellenistic Greek.**—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. *Mon., Wed., Fri., at 12. Credit, 6 semester-hours, provided the student takes New Testament **SR 1** the following year.*

PROFESSOR BRANSCOMB.

### CHRISTIAN DOCTRINE\*

**SR 1. An Outline of Christian Doctrine.**—A course throughout the year covering in outline the whole field of Christian doctrine. *Mon., Wed., Fri., at 8:30. Credit, 6 semester-hours.*

PROFESSOR \_\_\_\_\_.

**SR 3<sup>a</sup>. The History of Christian Doctrine.**—Designed to introduce the student to the historical backgrounds of the doctrines of the Christian Church. Prerequisite, Christian Doctrine **SR 1**. *Thurs., Fri., Sat., at 12 (first semester). Credit, 3 semester-hours.*

PROFESSOR \_\_\_\_\_.

\* This department is in the process of organization. Other courses will be announced later.

## CHURCH HISTORY

**SR 2<sup>a</sup>. Church History to the Reformation.**—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *Mon., Wed., Fri., at 11 (first semester). Credit, 3 semester-hours.*

PROFESSOR GARBER.

**SR 2<sup>b</sup>. History of the Evangelical Movement.**—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *Mon., Wed., Fri., at 11 (second semester). Credit, 3 semester-hours.*

PROFESSOR GARBER.

**SR 3<sup>a</sup>. The Denominations in America: the Colonial Period.**—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History SR 2. *Mon., Tues., Wed., at 12 (first semester). Credit, 3 semester-hours.*

PROFESSOR GARBER.

**SR 3<sup>b</sup>. The Denominations in America: the National Period.**—Major emphasis is placed upon relations of church and state; steps toward Christian unity; the small sects; the Young People's Movement; Christian education; and modern theological issues. Prerequisite, Church History SR 2. *Mon., Tues., Wed., at 12 (second semester). Credit, 3 semester-hours.*

PROFESSOR GARBER.

**SR 4<sup>a</sup>. Great Men of the Christian Church.**—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History SR 2. *Mon., Wed., Fri., at 9:30 (first semester). Credit, 3 semester-hours.*

PROFESSOR GARBER.

**SR 4<sup>b</sup>. Protestantism and Catholicism in Europe since 1800.**—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism; relations of church and state; German theology of the nineteenth century; and the Oxford movement. Prerequisite, Church History SR 2. *Mon., Wed., Fri., at 9:30 (second semester). Credit, 3 semester-hours.*

PROFESSOR GARBER.

**SR 5. Studies in Methodism.**—A seminar. Enrollment limited to ten students. *Hour to be arranged. Credit, 2 semester-hours.*

PROFESSOR GARBER.

## RELIGIOUS EDUCATION

**SR 1<sup>a</sup>. The Theory of Religious Education.**—A course in the principles which underlie the whole program of religious education. Its aims, the social factors involved, and evangelism through education. *Tues., Thurs., Sat., at 12 (first semester). Credit, 3 semester-hours.*

PROFESSOR LESOURD.

**SR 1<sup>a</sup>. Methods of Religious Education.**—A practical course in the teaching process, dealing with fundamental principles. *Tues., Thurs., Sat., at 12 (second semester). Credit, 3 semester-hours.* PROFESSOR LESOURD.

**SR 2<sup>a</sup>. Organization and Administration of Religious Education.**—This course considers the problem of organizing and administering religious education in the Church and community. *Mon., Tues., Wed., at 8:30 (first semester). Credit, 3 semester-hours.* PROFESSOR LESOURD.

**SR 2<sup>b</sup>. Tests and Measurements in Religious Education.**—General principles underlying tests and measurements. A survey of available tests. Workable plans for Church Schools. *Mon., Tues., Wed., at 8:30 (second semester). Credit, 3 semester-hours.* PROFESSOR LESOURD.

**SR 3<sup>a</sup>. The Curriculum of Religious Education.**—A study of the evolution of materials in religious education. A survey of available curricula. Principles underlying the selection and organization of materials. *Tues., Thurs., Sat., at 11 (first semester). Credit, 3 semester-hours.*  
[Not offered in 1928-29.] PROFESSOR LESOURD.

**SR 3<sup>b</sup>. The History of Religious Education.**—A study of the early beginnings of educational practice in Jewish and Christian churches. The origin and growth of the Sunday School movement. Modern tendencies. *Tues., Thurs., Sat., at 11 (second semester). Credit, 3 semester-hours.*  
[Not offered in 1928-29.] PROFESSOR LESOURD.

**SR 4. Seminar in Practical Problems in Religious Education.**—A study of the problems which are being faced by students in their weekly contacts with church life and activities. *Tues., at 3. Credit, 2 semester-hours.*  
PROFESSORS LESOURD AND HICKMAN.

**SR 5. Thesis Seminar in Religious Education.**—Directed research in chosen fields. Open only to students after consultation with instructor. *Tues., at 4. No credit.* PROFESSOR LESOURD.

**SR 10<sup>a</sup>. Introduction to the Psychology of Religion.**—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *Tues., Thurs., Sat., at 8:30 (first semester). Credit, 3 semester-hours.* PROFESSOR HICKMAN.

**SR 10<sup>b</sup>. Advanced Psychology of Religion.**—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education **SR 10<sup>a</sup>** or equivalent. *Tues., Thurs., Sat., at 8:30 (second semester). Credit, 3 semester-hours.* PROFESSOR HICKMAN.

**SR 11<sup>a</sup>. The Religious Experience of the Child.**—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. *Thurs., Fri., Sat., at 12 (first semester). Credit, 3 semester-hours.* PROFESSOR HICKMAN.  
[Not offered in 1928-29.]

**SR 11<sup>b</sup>. The Religious Experience of Youth.**—(Continues the study begun in Religious Education **SR 11<sup>a</sup>** and along the same lines). Prerequisite, one course in general psychology. *Thurs., Fri., Sat., at 12 (second semester). Credit, 3 semester-hours.* PROFESSOR HICKMAN.  
[Not offered in 1928-29.]

**SR 12<sup>a</sup>. Psychology of Preaching.**—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. Prerequisite, Religious Education **SR 10<sup>a</sup>** or equivalent. *Mon., Wed., Fri., at 11 (first semester). Credit, 3 semester-hours.* PROFESSOR HICKMAN.

**SR 12<sup>b</sup>. The Psychology of Mysticism.**—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education **SR 10<sup>a</sup>** or equivalent. *Mon., Wed., Fri., at 11 (second semester). Credit, 3 semester-hours.* PROFESSOR HICKMAN.

### CHRISTIAN MISSIONS

**SR 1<sup>a</sup>. Expansion of Christianity.**—The missionary history of Christianity beginning with the Bible teachings on missions; missionary activity of the apostolic church in the conquest of the Roman empire; the winning of northern Europe; missionary biography. *Tues., Thurs., Sat., at 11 (first semester). Credit, 3 semester-hours.* PROFESSOR CANNON.

**SR 1<sup>b</sup>. Missions in the Modern World.**—A survey of present religious conditions and the status of missionary work in the important mission fields; the great missionary agencies, their foundation and growth; social progress in home and foreign fields. *Tues., Thurs., Sat., at 11 (second semester). Credit, 3 semester-hours.* PROFESSOR CANNON.

**SR 2<sup>a</sup>. Principles of Missions.**—The creation and cultivation of the missionary spirit at the home base; training of the pastor; principles of missionary education; organization of the local congregation for its missionary tasks. *Mon., Tues., Wed., at 9:30 (first semester). Credit, 3 semester-hours.* PROFESSOR CANNON.

**SR 2<sup>b</sup>. Christianity and World-Movements.**—A survey and discussion of the historic background and modern development of significant world movements and of the relation of Christianity to those movements. *Mon., Tues., Wed., at 9:30 (second semester). Credit, 3 semester-hours.* PROFESSOR CANNON.

**SR 3<sup>a</sup>. Missionary Service.**—Qualifications and training of candidates; needs of particular fields; types of work; the indigenous church; nationalist movements. Prerequisite, three semester-hours in Christian Missions and three in History of Religion. *Thurs., Fri., Sat., at 9:30 (first semester). Credit, 3 semester-hours.* PROFESSOR CANNON.

**SR 3<sup>b</sup>. Missionary Problems.**—Education in mission fields, and other selected topics. Prerequisite, three semester-hours in Christian Missions and three in History of Religion. *Thurs., Fri., Sat., at 9:30 (second semester).* Credit, 3 semester-hours. PROFESSOR CANNON.

### HISTORY OF RELIGION

**SR 1<sup>a</sup>. The Nature and Early Development of Religion.**—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *Tues., Thurs., Sat., at 9:30 (first semester).* Credit, 3 semester-hours.

PROFESSOR SOPER.

**SR 1<sup>b</sup>. Living Religions of the World.**—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *Tues., Thurs., Sat., at 9:30 (second semester).* Credit, 3 semester-hours.

PROFESSOR SOPER.

**SR 2<sup>a</sup>. Leading Ideas of Religion.**—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion SR 1. *Tues., Thurs., Sat., at 8:30 (first semester).* Credit, 3 semester-hours.

PROFESSOR SOPER.

**SR 2<sup>b</sup>. Leading Ideas of Religion.**—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion SR 1. *Tues., Thurs., Sat., at 8:30 (second semester).* Credit, 3 semester-hours.

PROFESSOR SOPER.

**SR 3<sup>a</sup>. Buddhism.**—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion SR 1. *Tues., Thurs., Sat., at 8:30 (first semester).* Credit, 3 semester-hours.

PROFESSOR SOPER.

[Not offered in 1928-29.]

**SR 3<sup>b</sup>. Mohammedanism.**—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion SR 1. *Tues., Thurs., Sat., at 8:30 (second semester).* Credit, 3 semester-hours.

PROFESSOR SOPER.

[Not offered in 1928-29.]

## GENERAL INFORMATION

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### REGULATIONS FOR THE DEGREE OF MASTER OF ARTS IN RELIGION

By joint action of the Graduate Council and of the faculty of the School of Religion, the following regulations have been established for the granting of the degree of Master of Arts in the field of Religion:

A student desiring to obtain an A.M. degree with Religion as the principal field of work must first complete a period of one academic year in residence in the School of Religion, or in an approved school of similar standing, and must secure thirty semester-hours of credit in studies approved by the faculty of the School of Religion. He may then be recommended to the Graduate Council by the faculty of the School of Religion as a suitable candidate for the A.M. degree. Only those students who have maintained a creditable standing in the first year's work of the School of Religion will be recommended for admission to candidacy for the A.M. degree.

The student, in the next year following the completion of the preliminary requirement in the School of Religion, shall take twelve semester-hours of work and write a thesis for the A.M. degree in some department of the School of Religion in which he has previously received six semester-hours credit for resident work.\* In addition the student shall take twelve semester-hours of work in related departments of the School of Religion, or in related departments offering graduate courses in the other schools of the University. The student's selection of courses shall be approved by the Faculty of the School of Religion and by the Graduate Council.

In all other respects the candidate for the A.M. degree in the field of Religion shall conform to the usual regulations of the Graduate Council, such as the approval by the Graduate Council of all courses in the School of Religion for which graduate credit is asked, the prerequisites in foreign language, the examination of the thesis, etc.

Students who are recommended to the Graduate Council by the Faculty of the School of Religion as candidates for the A.M. degree under the above plan shall be registered for the following year in the Graduate School of the University. They may also be registered in duplicate in the School of Religion for such part of the year's work as will be accepted by the Faculty of the School of Religion toward the degree of Bachelor of Divinity.

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\* Six semester-hours in an approved school of similar standing will be accepted as resident work.

DUKE UNIVERSITY

SCHOOL OF LAW

1927-1928

ANNOUNCEMENTS FOR 1928-1929





# SCHOOL OF LAW

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## FACULTY AND INSTRUCTORS

WILLIAM PRESTON FEW, Ph.D., LL.D.,  
PRESIDENT OF DUKE UNIVERSITY

SAMUEL FOX MORDECAI, LL.D.,  
DEAN OF THE LAW SCHOOL AND PROFESSOR OF LAW

WALTER SAMUEL LOCKHART, A.B., LL.B.,  
PROFESSOR OF LAW

WILLIAM THOMPSON TOWE, A.B.,  
ASSISTANT PROFESSOR OF LAW

WILLIAM HENRY GLASSON, Ph.B., Ph.D.,  
PROFESSOR OF POLITICAL SCIENCE

WILLIAM KENNETH BOYD, A.B., Ph.D.,  
PROFESSOR OF LEGAL AND CONSTITUTIONAL HISTORY

MARSHAL TURNER SPEARS, A.B., A.M.,  
ASSISTANT PROFESSOR OF LAW

WILLIAM BRYAN BOLICH, A.B., M.A., B.C.L.,  
PROFESSOR OF LAW

THADDEUS DILLIARD BRYSON,  
PROFESSOR OF LAW

S. GILMER SPARGER,  
LAW LIBRARIAN



# SCHOOL OF LAW

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## FOUNDATION

The School of Law was founded by Messrs. James B. Duke and Benjamin N. Duke in the summer of 1904.

It aims to give such training in the fundamental principles of law as is necessary to a right and successful practice of the profession in the commonwealths of this nation; to awaken in young students of law faith in and an admiration for the profession; to develop in them a lively sense of honor and justice, and to fit them in moral character for the delicate duties which belong to this ancient and noble profession.

## ACADEMIC YEAR

The academic year 1928-29 will begin on Wednesday, September 19, 1928, and will end on June 5, 1929. There will be a recess from December 20, 1928, to January 3, 1929. The lectures will begin on the opening day of the year, Wednesday, September 19, 1928.

## ADMISSION OF STUDENTS

No student is admitted to the study of law who has not completed work equivalent to that of the sophomore class in the undergraduate department of Duke University, or of the sophomore class of some other college of approved standing.

Any applicant not presenting a certificate showing that he has completed the sophomore year in Duke University or in some other college of approved standing is required to stand examination before the academic Faculty of the University on all the academic work required for the completion of the work of the sophomore class.

## ADVANCED STANDING

Any person who, after becoming entitled to enter this law school as a regular student, has been in regular attendance for at least one academic year of not less than eight months at another law school whose course of instruction is approved by the Faculty of this law school will be admitted to the second-year

class as a candidate for a degree upon passing satisfactory examinations in the studies required in this law school for the first year. These examinations require a thorough knowledge of the books prescribed for first year students in this school. Students not candidates for degrees may be admitted to advanced classes by special vote of the Faculty.

### **COURSES OF INSTRUCTION**

The curriculum of the School of Law has been arranged so that the courses of the first two years include the work required by the Supreme Court of North Carolina to be done by candidates who apply for license to practice law.

Students in the School of Law are required to take at least twelve hours a week in the first two years and ten hours a week in the last year. Students in the junior and senior classes of the University are permitted to take courses in the School of Law. The courses are so arranged that one desiring to take a special course in any subject may do so in as brief a period as practicable.

### **DEGREES**

A three years' residence study of law is required for the degree of Bachelor of Laws.

No student is graduated with the degree of Bachelor of Laws who is less than twenty-one years of age.

### **FEES AND EXPENSES**

Tuition and registration fees are due at the beginning of each semester. The tuition fee is \$50.00 a semester. Registration and incidental fees are \$25.00 a semester. A damage fee of one dollar for the year is collected at the beginning of the first semester and a hospital fee of one dollar per year at the beginning of the second semester. The graduation fee is \$10.00. All fees are payable to the treasurer of the University.

Board can be secured at \$23.80 per month in the Union. Furnished rooms may be secured in the dormitories of the University at \$60.00 and \$100.00 per year. These prices include light, heat, water, and janitor's service.

## OUTLINE OF WORK

The full course of law occupies three academic years of nine to ten months each. The work of the first two years is designed to equip for the practice of law a student of ordinary intelligence and diligence. He will be able to advise clients in ordinary, practical matters coming before a practicing lawyer, to draw the instruments usually committed to lawyers, and to prosecute and defend actions. He will be equipped to give proper attention to business that may be committed to him.

The program of study (which is designed to occupy the student three full years) comprises the following subjects:

## FIRST YEAR'S WORK

1. **Contracts.**—Three hours a week each semester. Case book to be selected. PROFESSOR BOLICH.
2. **Torts.**—Three hours a week each semester. Bohlen's *Cases on Torts* (2d ed.). ASSISTANT PROFESSOR TOWE.
3. **Property I.**—Two hours a week each semester. Case book to be selected. PROFESSOR \_\_\_\_\_
4. **Criminal Law.**—Two hours a week each semester. Beale's *Cases on Criminal Law* (3d ed.). ASSISTANT PROFESSOR TOWE.
5. **Procedure I.**—Two hours a week each semester. Cook and Hinton's *Common Law Pleading*; Mikell's *Cases on Criminal Law*. PROFESSOR BRYSON.

## SECOND YEAR'S WORK

1. **Equity.**—Two hours a week each semester. Ame's *Cases on Equity Jurisprudence*. ASSISTANT PROFESSOR SPEARS.
2. **Evidence.**—Two hours a week each semester. Wigmore's *Cases on the Law of Evidence* (3d ed.). PROFESSOR LOCKHART.
3. **Negotiable Instruments.**—Two hours a week each semester. Case book to be selected. PROFESSOR BOLICH.
4. **Property II.**—Two hours a week each semester. Case book to be selected. PROFESSOR \_\_\_\_\_
5. **Sales.**—Two hours a week each semester. Woodward's *Cases on Sales*. ASSISTANT PROFESSOR SPEARS.
6. **Procedure II.**—Two hours a week each semester. Hinton's *Cases on Code Pleading*; McBane's *Cases on Trial Practice*. PROFESSOR BRYSON.

## THIRD YEAR'S WORK

1. **Corporations.**—Two hours a week each semester. Warren's *Cases on Corporations*. (2d ed.). ASSISTANT PROFESSOR TOWE.
2. **Constitutional Law.**—Two hours a week each semester. Case book to be selected. PROFESSOR \_\_\_\_\_
3. **Trusts.**—Two hours a week each semester. Ame's *Cases on Trusts*. ASSISTANT PROFESSOR SPEARS.
4. **Property III.**—Two hours a week each semester. Case book to be selected. PROFESSOR \_\_\_\_\_
5. **Suretyship and Mortgages.**—Two hours a week each semester. Ame's *Cases on Suretyship*; Park's *Cases on Mortgages*. PROFESSOR BOLICH.
6. **Procedure III.**—Code of Civil Procedure, Federal Procedure, Pleadings and Briefing. Three hours a week each semester. PROFESSOR BRYSON.

## ELECTIVES

1. **Public Utilities.**—Smith and Dowling's *Cases on Public Utilities*. Two hours a week each semester. PROFESSOR \_\_\_\_\_
  2. **Partnership.**—Two hours a week first semester. Book to be selected. PROFESSOR \_\_\_\_\_
  3. **Insurance.**—Two hours a week second semester. Book to be selected. PROFESSOR \_\_\_\_\_
  4. **Bankruptcy.**—Two hours a week second semester. Book to be selected. PROFESSOR \_\_\_\_\_
  5. **Conflict of Laws.**—Two hours a week each semester. Book to be selected. PROFESSOR \_\_\_\_\_
- [Not given 1928-29.]

## LIBRARY

In addition to the extensive resources of the general library, a large special collection of books has been purchased for the School of Law. There are now in the library full sets of the United States Supreme Court reports, with Digests, Rose's Notes, and Michie's Encyclopedia of United States Supreme Court reports; North Carolina Supreme Court reports and North Carolina digests, also the Southeastern Digest, Vols. 1-4, American Digest, Vols. 12-14 and Descriptive Word-Index, which, together, cover the N. C. Reports from the 95th to date; full sets of the Supreme Court reports of New York, Massachusetts, Michigan, Ohio, Wisconsin, New Jersey, and Indiana; the re-

ports of other States will be added from time to time. There are also the latest and best editions of textbooks by the best authors on all the general subjects of the law, together with the American and English Encyclopedia of Law (2nd ed.), Cyclopeda of Law and Procedure, Corpus Juris, the Lawyer's Reports, Annotated, original and new series, and the American Reports and American Decisions, with the revised notes to both, and full sets of the Public Laws of North Carolina and of the Acts of Congress of the U. S. These furnish the students the opportunity and advantage of making a thorough investigation of any question of law that may arise and of becoming familiar with the leading authorities in law. A large upper room in the Library has been especially set apart for the use of students in the School of Law. In this room are found all the books mentioned except the older North Carolina statutes and the acts of Congress, which are in the stack room of the University Library, and every convenience for private study and individual investigation. The students are encouraged in every way to use the library in connection with the subjects taught in the general work in the classroom.

#### METHOD OF INSTRUCTION

The Carnegie Foundation for the Advancement of Teaching has recently issued Bulletin No. 8, "The Common Law and the Case Method in American University Law Schools," by Professor Joseph Redlich, of the faculty of Law and Political Science in the University of Vienna. Both Dr. Redlich and Dr. Pritchett, president of the Carnegie Foundation, who writes the preface, set forth in strong light the merits of the case method in teaching law. But they find some faults in the methods pursued in most of the American law schools that have adopted this system.

In the preface to Bulletin No. 8, President Pritchett writes: "In my opinion, in American university law schools the student ought to be given an introductory lecture course, which should present, so to speak, 'Institutes,' of the common law. Every department into which the American Law is divided, whether as common law or equity, employs certain common elementary ideas and fundamental legal concepts which the student ought to be made to understand before he is introduced into the difficult analysis of the cases. Concepts such as choses in action,

person and property within the meaning of the law, complaint and plea, title and stipulation, liability and surety, good faith and fraud, should, in these introductory lectures, be given the American students in connection with a system of the law, even although this should include only the general fundamental features. They should not, as usually occurs today, come to the students unsystematically and unscientifically, as scraps of knowledge more or less assimilated out of law dictionaries and indiscriminate reading of text books."

This has been done substantially from its establishment at the Law School of Duke University by using Blackstone's *Commentaries* at first, which was shortly thereafter supplemented by Mordecai's *Law Lectures* and later on by Anderson's *Summary of Common Law Pleading*.

There is also found in the preface of Bulletin No. 8: "It seems to me very advisable to add also at the end of the course, lectures which shall furnish the American law student once more, before he steps out directly into practical legal life, a certain general summing up and survey of the law."

This also has been done at the Law School of Duke University since the first year of its establishment, by Mordecai's *Law Notes*, a volume of 1,481 pages.



DUKE UNIVERSITY

SUMMER SCHOOL



# SUMMER SCHOOL ANNOUNCEMENT

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PUBLIC SCHOOL MUSIC

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(Duke University),  
ASSISTANT IN CHEMISTRY



# THE SUMMER SCHOOL OF DUKE UNIVERSITY 1928

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## RAPID GROWTH OF THE DUKE UNIVERSITY SUMMER SCHOOL

Trinity College, which in 1925 expanded into Duke University, conducted its first summer school in 1919. The growth of the school has not only been rapid but steady since that time. In 1919, there were enrolled eighty-eight students of college grade, of whom sixty-five were teachers; in 1920, there were 152, of whom eighty-eight were teachers or prospective teachers; in 1921, there were 228, of whom 187 took teachers' courses; in 1922, there were 306, of whom 230 took teachers' courses; in 1923, there were 371, of whom 274 took teachers' courses.

In 1924, the summer school divided into two terms with an enrollment the first term of 473 and the second of 247. This enrollment increased in 1925 to 582 students the first term and 314 the second term, and in 1926 to 669 students the first term, and 412 the second term.

The affiliated Seashore Summer School, Inc., at Oriental, N. C., opened in 1924 with a single term and enrolled 155 students. In 1925 it also divided into two terms, and the enrollment expanded to 128 and 108 for the respective terms, and in 1926 enrolled 140 students the first term, and 117 the second term, practically all of whom were elementary teachers.

The affiliated Junaluska Summer School, Inc., at Lake Junaluska, N. C., opened in 1926 with a single term and enrolled 90 students.

### AFFILIATED SUMMER SCHOOLS

The Seashore Summer School, Inc., Oriental, N. C., and the Junaluska Summer School, Inc., Lake Junaluska, N. C., are independent schools affiliated with Duke University. They were organized primarily to help raise the standard of elementary teachers in their respective sections of North Carolina.

The Seashore Summer School will offer the first term courses for high school graduates and teachers holding the Elementary

B certificate, with one unit for teachers holding the Elementary A certificate. The second term it plans to offer courses for teachers holding the Elementary B certificate only. (For further information address T. B. Attmore, Director, Vandemere, N. C., and see description of courses pages 286-294, this bulletin.)

The Junaluska Summer School will operate only one term and will offer courses for high school graduates and teachers holding the Elementary B certificate. It will also offer freshman and sophomore college work in Biblical literature, education, English, French, history, and sociology. (For further information, address Prof. B. G. Childs, Director, Duke University, Durham, N. C., and see description of courses, pages 295-307, this bulletin.)

The opening and closing dates for both terms of the Seashore Summer School and for the single term of the Junaluska Summer School coincide with the opening and closing dates of the Summer School of Duke University. A student may thus take his first term work at Oriental or Lake Junaluska and his second term in Durham, or a student may transfer from the first term at Lake Junaluska to the second term at Oriental.

During the summer of 1927 Duke University, through its study group in France, offers teachers, and graduate and undergraduate students the opportunity to study French at the University of Dijon, in addition to a stay in Paris and a tour of the battlefields and the Chateaux country of Tourraine. The group will sail from New York June 11, and return August 28. (For further information, address Prof. A. M. Webb, Duke University, Durham, N. C., and see detailed information, pages 283-285, this bulletin.)

#### CALENDAR

The Summer School will open June 10. The first term of the school will close July 19. The second term will begin July 20 and will close August 27. Recitations will be held five days in the week, all Mondays except June 20, July 11, August 1, and August 15 being holidays. July 4 will be observed as Independence Day.

#### REGISTRATION

Saturday, June 4, is registration day for Durham County and City teachers and for all other students in Durham on that

day. Thursday, June 9, is registration day for out-of-town students. All such students should be present at 2 P.M. to submit their credentials for admission, to select their courses, and to make arrangements concerning board and lodging. Students arriving after 5 P.M. Thursday will register Friday, June 10, 8:30 A.M. or 2 P.M. Regular classes will meet at 8:15 Friday morning, and recitation work will begin at once according to schedule.\*

For the second term, Tuesday, July 19, is registration day, and classes will begin Wednesday, July 20, according to schedule.

### ADMISSION

All applicants for admission must have completed a high school course. However, in lieu of this, a teacher's certificate of grade as high as North Carolina State elementary will be accepted from teachers with two or more years of experience. Certificates and other credentials must be submitted to the Committee on the Summer School at the time of registration. Students who wish to enroll for graduate credit should submit their credits from other institutions to the Director of the Summer School before registration, preferably by mail.

### SCOPE AND PLAN

The courses are designed to meet the needs of teachers who desire professional training and further academic instruction, of college students who desire to hasten the completion of their college work, and graduate students desiring to continue their work toward a higher degree.

Professional courses are offered for the following grades of teachers:

1. Teachers in elementary schools.
2. Teachers of primary grades.
3. Teachers of grammar grades.
4. Teachers of high school subjects.
5. Teachers who desire professional study to meet the certification requirements of the State of North Carolina.
6. Teachers who desire credit for the A.B., A.M., and M.Ed. degrees in Duke University.
7. Superintendents, supervisors, and principals of schools.

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\* N.B.—Students who register late are marked absent for all classes held prior to their registration. Late registration very seriously affects credits that may be obtained.

For college students, as well as for teachers, instruction is offered in the following subjects: education, Biblical literature, biology, chemistry, English, economics and government, French, German, history, Latin, mathematics, physics, psychology, Spanish, and religious training. Credit is allowed toward the A.B. degree in all these departments and toward masters' degrees in education, biology, economics and government, English, French, history, Latin, mathematics, psychology, and religious training. Subject-matter courses carrying professional credit are offered in drawing, playground activities, public school music, and writing.

### CREDITS

The professional credits offered are accepted by the State of North Carolina in accordance with the rules issued by the North Carolina State Department of Education. For definite information in particular cases address the Director of the Summer School, Duke University, Durham, North Carolina.

College credits are offered as follows: A course of five hours a week for six weeks counts for two semester-hours of credit, a course of seven hours and a half a week for six weeks counts for three semester-hours of credit, and a course of ten hours a week for six weeks counts for four semester-hours of credit in Duke University. No student is given credit for more than six semester-hours of work or allowed to take more than fifteen hours of work a week without the consent of the Director and of the instructor in whose department the student expects to do his major work. Graduate students are not allowed credit for more than six semester-hours in a summer school of six weeks.

The nature of the credit allowed for each course is designated by the following letters: P, professional; C, collegiate A.B. degree; G, graduate A.M., or M.Ed. degree.\*

### GRADUATE INSTRUCTION†

Duke University offers to graduate students courses of study leading to the degrees of Master of Arts and Master of Education. The require-

\* NOTE.—Courses marked C\* are intended only for students who have had two or more years of standard college training. Courses marked both C\* and G are open only to students who have had three or more years of standard college training except by special permission of the Committee on Graduate Instruction.

† All regulations under this heading are in effect beginning with the Summer School of 1925. Students who have previously earned part of the credits for the degree of Master of Arts must complete the required work for the degree within three years of the beginning of the Summer School of 1925 in order to receive the degree under the provisions of the former plan.

ments for both of these degrees are a thesis and twenty-four semester-hours of graduate work done according to the regulations prescribed below. No graduate student may be enrolled in one academic year for more than twenty-four semester-hours of work and a thesis. Although one academic year of resident graduate work is ordinarily required to complete the course for the degree of Master of Arts or Master of Education, credits are given for summer school courses and for courses taken in other colleges and universities to the extent hereinafter provided.

A general requirement for admission to candidacy for either of the degrees, Master of Arts or Master of Education, is the possession of the degree of Bachelor of Arts or of some other non-professional bachelor's degree representing substantially equivalent attainments. This degree may be from Trinity College; or from a college or university which is a member of the Association of Colleges and Secondary School of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a college whose Bachelor of Arts, or other bachelor's degree is accepted by the State Department of Education of North Carolina as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the State of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

No college or university work taken before the bachelor's degree is conferred or fully earned, may be credited toward the degree of Master of Arts or Master of Education except under the following circumstances: A student of Duke University who lacks at the beginning of a term not more than nine semester-hours of fulfilling the requirements for the bachelor's degree may obtain permission to take during the term graduate courses sufficient to bring his total work to fifteen hours a week. Such graduate courses will be credited toward the degree of Master of Arts or Master of Education.

#### REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

Candidates for the degree of Master of Arts are required to have a reading knowledge of two foreign languages evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be taken before the degree is conferred and will not be counted for credit toward the degree.

The requirements for the degree of Master of Arts are twenty-four semester-hours of graduate work and a thesis. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and a thesis. Before selecting a department as his major for graduate work a student must have completed at least twelve semester-hours in that department and twelve additional semester-hours either in that department or in related work. A candidate must take six semester-hours of graduate work in a minor subject approved by the major department and the remaining six semester-hours in the major or

minor subjects or in a department approved by the major department and by the Committee on Graduate Instruction. No undergraduate course may be credited toward the degree of Master of Arts.

#### REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

Before entering upon the course prescribed for the degree of Master of Education the candidate must have completed a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology, and work in either history of education, educational sociology, or school administration.

Candidates for this degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

The requirements for the degree of Master of Education are twenty-four semester-hours of graduate work and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

Students preparing to teach may count for graduate credit toward the degree of Master of Education suitable subject-matter courses not ordinarily open to graduate students when these courses are supplemented by method courses approved by the Department of Education. In such cases the student receives credit for the course in subject-matter only. Such subject-matter courses must be approved by the Committee on Graduate Instruction, by the Department of Education, and by the other department concerned. Credit hours earned under the provisions of this paragraph may not be counted as part of the required work of the candidate in the Department of Education. Except as here provided, undergraduate courses may not be taken for credit toward the degree of Master of Education.

Method courses in the teaching of any subject may be counted for credit in the Department of Education when the student has had sufficient preliminary work in the subject to take the method course independently and when the method course has been approved by the Department of Education and announced in that department's program of studies.

#### THESIS

The title of the thesis required in partial fulfilment of the requirements for the degree of Master of Arts or Master of Education must be approved by the department or departments concerned and filed with the Dean of the Graduate School of Arts and Sciences on or before October 15 of the academic year in which it is expected that the degree will be conferred. A student may write a thesis during an academic year in which he is not in residence provided he arranges to come to the University

for consultation and direction at least once a week in the case of candidates for the degree of Master of Arts, or once a month in the case of candidates for the degree of Master of Education. A department may require more frequent consultation when it is deemed necessary.

Three typewritten copies of each thesis must be submitted to the Dean of the Graduate School of Arts and Sciences on or before May 20 of the year in which the degree is to be conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. The head of the department in which the thesis was written selects the chairman of this committee; the other two members are selected by the Dean of the Graduate School of Arts and Sciences, one from a department related to that in which the thesis was written and the other from the members of the Committee on Graduate Instruction. The thesis must be satisfactory to at least a majority of the members of the examining committee, including the representative of the department in which the thesis was written. One copy of an accepted thesis is placed in the University Library; one may be retained by the head of the department in which it was written; the third is returned to the author.

#### SUMMER SCHOOL GRADUATE COURSES

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of Master of Arts or Master of Education can be earned in four such summer sessions, provided a satisfactory thesis is written during an academic year under faculty supervision. In the case of the degree of Master of Arts students are required to come to the University at least once a week for consultation with the professor in charge; and in the case of the degree of Master of Education, they are required to come at least once a month. Otherwise attendance at five summer sessions is necessary to complete the required work for either the degree of Master of Arts or Master of Education. All the work for either degree must be completed within a period of six years.

#### CREDIT FOR GRADUATE WORK DONE AT OTHER INSTITUTIONS

Graduates of Trinity College may be credited toward the degree of Master of Arts or Master of Education with not more than twelve semester-hours of graduate work taken in approved institutions elsewhere. Graduates of other approved colleges and universities who are candidates for the degree of Master of Arts or Master of Education in Duke University may be credited with six semester-hours of satisfactory graduate work taken elsewhere.

#### GENERAL REGULATIONS AS TO GRADUATE WORK

Not more than twenty-five students are permitted in a class giving graduate credit, nor are undergraduate students below the senior year permitted in such a class, except by special permission of the Committee on Graduate Instruction on recommendation of the department concerned.

In courses exclusively for graduates, students may be given extra credit in semester-hours for extra work done with the approval of the Committee on Graduate Instruction on recommendation of the department.

### DEMONSTRATION SCHOOL

A demonstration school for primary and grammar-grade teachers is conducted in both terms for observation and demonstration work. The term begins Monday, June 20, and closes Saturday, July 30.

#### WORK NOT OFFERED FOR WHICH THERE IS NOT A DEMAND

Teachers who desire courses not announced in the catalogue should address the Director promptly describing such courses. If as many as ten teachers enroll on or before May 1 in such a course, the Summer School will endeavor to provide a suitable instructor, provided of course the work desired is of standard college grade.

#### ROOMS AND BOARD

Rooms may be secured in the University dormitories at the rate of \$8.00 for the term with two in a room, except in the new dormitories where the rate is \$12.50 per term with two in a room. Southgate Memorial Building will be reserved for women students under twenty-one years of age, one or two new dormitories will be reserved for older women, and other dormitories for men students. Occupants furnish their own bedclothes and towels. All other essentials are supplied by the University.

Board may be secured at private boarding houses, except that students rooming in Southgate Memorial Building board there; the rate for board is \$37.50 for the term, payable at the time of registration. The usual rate at private boarding houses is \$6.00 per week. Cafeteria service is also available on the campus.

Those desiring room and board at the University should make application as soon as possible; address A. M. Proctor, Acting Director of the Summer School, Duke University, Durham, North Carolina.

#### FEEES

Teachers are not required to pay tuition fees. All other students are charged a tuition fee of \$3.00 for each college credit hour. All students, teachers included, pay a registration fee of \$15.00 per term. Students in the sciences pay the laboratory fees required in regular term work. Students who enroll for more than the normal schedule of work are charged an excess



registration fee of \$5.00. A recreational fee of \$2.00 per term is charged all students, which entitles them to admission to all recreational programs, including plays, lectures, etc.

### EXPENSES

Major expenses may be estimated as follows for each term:

Registration .....	\$15.00
Room rent .....	8.00 to \$12.50
Board .....	37.50
Recreation .....	2.00

Total major expenses to teachers .....	\$62.50 to \$67.00
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To this total should be added the tuition fee of \$9.00 or \$12.00 charged students other than teachers in the public schools, about \$7.00 for books, and probably \$3.00 for miscellaneous expenditures.

### COURSES FOR STUDENTS ENTERING COLLEGE

An increasing number of students, particularly students who contemplate entering a medical school, desire to complete the college course in three years time. To meet the needs of these students, the Summer School offers a number of courses in freshman college work, enabling 1927 graduates of high school to begin their college course in the summer instead of waiting until September.

### RESERVATION IN ADVANCE

The Summer School is of limited enrollment. All students should enroll promptly, for all applications, both for classes in which the applicant desires to enroll and for rooms, will be filed in the order in which they are received. Each application for a reservation should be accompanied by a check for \$5.00 in part payment of the registration fee. This check reserves a room also if the student states a desire to room in one of the University buildings. Make all checks payable to the Summer School of Duke University.

### APPOINTMENT BUREAU

A teachers' appointment bureau is maintained during the Summer School for the benefit of teachers desiring a change of position. There is no charge for this service.

**RECREATION AND ENTERTAINMENT**

In addition to the regular courses of instruction announced in the various departments, there will be some form of recreation and entertainment provided each week while the Summer School is in session. A weekly "social night" is one feature of this program; an additional weekly evening set aside for pictures, plays, and the like is another feature; public lectures so scheduled as not to conflict with the regular class work constitute a third feature.

# COURSES OF INSTRUCTION 1928\*

## EDUCATION

### COURSES PRIMARILY FOR SUPERINTENDENTS, PRINCIPALS, AND SUPERVISORS

(Superintendents, principals, and supervisors will find specialized courses grouped under courses designated "Primarily for High School Teachers" and "Primarily for Grammar-Grade and Primary Teachers." It is recommended that at least one course be elected from one of these special groups. Special attention is called to the courses described immediately below as **Major Course for County Superintendents and Principals, Major Course for City Superintendents and Principals, Major Course for Elementary Supervisors and Principals of Elementary Schools, Major Course for High School Teachers.**)

**S 20. Major Course for County School Superintendents and Principals.**—For the first term of summer school this course includes S 13<sup>a</sup> below and two allied courses selected by the student, with the approval of the instructor in charge of course S 13<sup>a</sup>. For the second term S 15 is the nucleus of organization instead of course S 13<sup>a</sup>. *Schedule to be arranged. Credit, six semester-hours (either term)*—†P, C\*, G.

MR. PROCTOR ET AL.

(Class enrollment limited to 25.)

**S 21. Major Course for City School Superintendents and Principals.**—This course includes course S 13<sup>a</sup> below and two allied courses selected by the student, with the approval of the instructors in charge of course S 13<sup>a</sup>. *Schedule to be arranged. Credit, six semester-hours (either term)*—P, C\*, G.

MR. HOLTON ET AL.

(Class enrollment limited to 25.)

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\* A course of five hours a week for six weeks counts for two semester-hours of credit in Duke University.

Courses are arranged alphabetically by departments, except that courses in Education are listed first for the convenience of the large number of teachers who enroll primarily for professional credits in that department. Sub-divisions indicate special classes of teachers for whom each group of courses was primarily planned. The number attached to a course, except in case of courses not given the preceding regular term, or courses designated by the North Carolina State Department, are the same numbers used in describing courses in the regular term, with the letter "S" preceding; for example, Education S 6a, S 6b, and S 6c would correspond to Education 6 of the regular term, "a," "b," and "c" being sub-divisions of the complete course. The letters beyond "c" indicate work in the same field as the main course, but different from the course listed in the preceding university catalogue.

† P, professional credit; C, credit toward the A.B. degree; C\*, credit toward the A.B. degree for students having completed two or more years of college work; G, credit toward the degrees of Master of Arts and Master of Education.

N.B.—The State Department of Education grants professional credit for various courses in accordance with its own carefully defined rules. Every student should inquire carefully at or before registration as to what professional credit is allowed for each course.

**S 22. Major Course for Elementary Supervisors and Principals of Elementary Schools.**—This course includes S7<sup>a</sup> below and two allied courses selected by the student, with the approval of the instructor. The term papers and other assignments and special conferences will center around the technique of teaching and administering the course of study in the elementary school. *Schedule to be arranged. Credit, six semester-hours (either term)*—P, C\*, G. MR. CARR, MR. ELLIS, ET AL.

(Class enrollment limited to 25.)

**S 23. Major Course for High School Teachers.**—This course includes S 10<sup>b</sup> below and two allied courses selected by the student, with the approval of the instructor. The term papers and other assignments will center around the problems of the general methods of teaching and administration of the high school curricula. *Schedule to be arranged. Credit, six semester-hours (either term)*—P, C\*, G. MR. TROTH ET AL.

(Class enrollment limited to 25.)

**S 13<sup>a</sup>. The Legal Aspects of Public School Administration.**—This course is open to students who have credit for at least twelve semester-hours of work in education and psychology, and to students who have had an elementary course in school administration. It is a study of the constitutional and legal basis of public school administration with special reference to North Carolina. It is based almost entirely upon library and source materials. *Daily, first and second periods (either term). Credit, 3 semester-hours first term; 2 semester-hours second term*—P, C\*, G.

MR. HOLTON.

(Class enrollment limited to 20.)

**S 13<sup>d</sup>. Public School Finance.**—This course is intended for public school administrators, especially county superintendents and principals. The course deals with the sources of revenue for the support of public education, collection of such revenue, basis of distribution, and the matter of accounting for the funds spent. Readings, investigations, and reports. *Daily, fourth and fifth periods (first term). Credit, 3 semester-hours*—P, C\*, G. MR. PROCTOR.

(Class enrollment limited to 25.)

**S 13<sup>e</sup>. City School Administration and Supervision.**—This course considers the duties of the principal or supervisor and the underlying educational principles of supervision. The technique of supervision is the most important topic of the course. Lectures, discussions, and papers. *Daily, fourth period (either term)*—P, C\*, G. MR. FRETZ.

(Class enrollment limited to 25.)

**S 4<sup>d</sup>. History of Education in the United States.**—This course discusses the origin and traces the development of the American public schools. Readings, lectures, special investigations, and reports. *Daily, fifth period (either term)*—P, C\*. MR. HIGSMITH (first term).

MRS. HAWKES (second term).

(Class enrollment limited to 35.)

**S 4<sup>c</sup>. The Education of Women.**—This course is intended primarily for girls' advisers in high schools, and for superintendents and high school principals. It includes a brief treatment of the struggle to secure an educational opportunity for women, traces the evolution of educational ideals and practices in the education of women, and considers the prospects of this movement for the future. Lectures, discussions, prescribed readings, and reports. *Daily, third period (second term)*—P, C\*, G.

MRS. HAWKES.

(Class enrollment limited to 25.)

**S 8<sup>a</sup>. Mental Tests and Applications.**—This course traces the development of intelligence testing, analyzes the concept of general intelligence and discusses the various recent applications of mental tests. *Daily, fifth period (first term)*—P, C.

MR. COLTRANE.

(Class enrollment limited to 25.)

**S 13<sup>f</sup>. Practical Problems in Elementary Supervision.**—This course is identical with course S 1<sup>a</sup> given in the summer of 1923. It discusses supervision as fundamentally a problem in coöperation between supervisor and teacher, examines purposes and methods of supervision, and suggests problems that can be solved only by the coöperation of teacher and supervisor. Observation work will be required in addition to lectures, reports, and assigned readings. *Daily, second and third periods (first term)*. Credit, 3 semester-hours—P, C\*, G.

MR. CURTIS.

(Class enrollment limited to 25.)

**S 13<sup>g</sup>. Supervision of Elementary School Subjects.**—This course is planned to meet the needs of school principals, teachers, and others who expect to perform classroom supervision. The objectives and approved methods of each of the elementary school subjects, from the point of view of the supervisor, will be studied. The work of the course will consist of regular weekly papers, group conferences and class discussions. *Daily, first period (second term)*—P, C\*, G.

MR. FRETZ.

(Class enrollment limited to 25.)

**S 13<sup>h</sup>. Extra-Curricular Activities.**—This course is intended for superintendents, principals, and high school teachers. It treats such topics as inter-school athletics, boys' and girls' clubs, school periodicals, literary societies, dramatics, music, and art organizations, etc. *Daily, fourth period (first term)*—P, C\*, G.

MR. W. F. WARREN.

(Class enrollment limited to 25.)

**S 15. Rural School Problems in North Carolina.**—This course is intended for county superintendents, county supervisors, rural school principals, and teachers. It deals with the problems of the rural school with special reference to the conditions in North Carolina. *Daily, third period (second term)*—P, C\*, G.

MR. PROCTOR.

(Class enrollment limited to 25.)

**S 15<sup>c</sup>. Rural Sociology.**—A study of rural life with emphasis upon the social and economic forces which apply to the life of the rural community. Topics to be discussed are: relationships of country-life agencies and institutions; rural improvements and progress; recreation; rural leadership, etc. *Daily, fourth and fifth periods (second term). Credit, 4 semester-hours—P, C\*, G.* MR. CHILDS.

(Class enrollment limited to 35.)

**S 18<sup>b</sup>. Educational Tests and Measurements.**—This course deals with the purposes and uses of standardized tests and scales with special emphasis on their service in the improvement of instruction. *Daily, first period (second term)—P, C\*, G.* MR. CHILDS.

(Class enrollment limited to 25.)

**S 18<sup>d</sup>. Statistical Methods in Education.**—The application of the statistical method to the study of education is a comparatively recent achievement. This course aims to familiarize teacher, supervisor, and administrator with this method of treating educational and social data, so as to enable them to interpret and use the results of recent investigation in the science of education. Textbook, special assignments, and reports. *Daily, first period (first term)—P, C\*, G.* MR. HIGHSMITH.

(Class enrollment limited to 25.)

#### COURSES PRIMARILY FOR HIGH SCHOOL TEACHERS

(High school teachers are advised to take at least one of these courses listed above: **S 4<sup>d</sup>**, **S 4<sup>e</sup>**, **S 8<sup>a</sup>**, **S 13<sup>a</sup>**, **S 13<sup>f</sup>**, **S 13<sup>g</sup>**, and **S 15<sup>c</sup>**. They are urged to take also at least one subject-matter course in some subject they teach or in related subjects. The courses in biology, chemistry, economics, English, French, government, history, Latin, mathematics, physics, and religious education are offered primarily for high school teachers unless statement is specifically made to the contrary.)

**S 6<sup>d</sup>. High School Administration and Supervision.**—This course is intended for principals and teachers of high schools. The principles of administration will be applied to the solution of practical problems of the high school. Special investigations and reports will be required. *Daily, fourth period (either term)—P, C\*, G.* MR. TROTH.

(Class enrollment limited to 35.)

**S 6<sup>f</sup>. Social Principles of Secondary Education.**—Principles of sociology that most concern various types of secondary education as determined by the needs of a democratic society, modern economic life, and present-day culture. *Daily, third period (first term)—P, C.* MR. W. F. WARREN.

(Class enrollment limited to 35.)

**S 6<sup>g</sup>. Vocational Guidance in the Secondary School.**—Introductory course in vocational guidance as applied to the junior and senior high school. A survey of the guidance movement and practical applications to the needs of the adolescent pupil. *Daily, first period (first term)—P, C.*

MR. W. F. WARREN.

(Class enrollment limited to 35.)

**S 9<sup>a</sup>. History and Organization of Secondary Schools.**—The historical and comparative conceptions of the secondary school; changes in American life affecting the secondary school; the present status of the secondary school in North Carolina and the United States; current tendencies toward expansion; state and federal aid; articulation with the college and with the elementary school; problems of organization; etc. *Daily, first period (first term)*—P, C\*.

MR. HUNTER.

(Class enrollment limited to 35.)

**S 9<sup>c</sup>. The Junior High School.**—The aims and functions of the junior high school. Problems of articulation, organization, and curriculum. *Daily, second period (first term)*—P, C\*.

MR. HUNTER.

(Class enrollment limited to 35.)

**S 10<sup>a</sup>. The Psychology of the Secondary School Subjects.**—This course and course 10<sup>b</sup> below are open only to students who have credit for twelve semester-hours or more of work in education and psychology. It emphasizes the psychology of learning as applied to the teaching of the principal high school subjects. *Daily, third period (either term)*—P, C\*, G.

MR. TROTH.

(Class enrollment limited to 25.)

**S 10<sup>b</sup>. General Methods for Secondary Schools.**—Class-room management and discipline; the teacher's use of the question; the project and how to organize it; the socialized recitation; supervised study; etc. No student is permitted to enroll in this course who has taken course S 6<sup>a</sup> or course S 6<sup>b</sup>, and every student enrolling must present at least twelve semester-hours of work in education and psychology as a prerequisite. *Daily, second period (either term)*—P, C\*, G.

MR. TROTH.

(Class enrollment limited to 25.)

**S 14<sup>b</sup>. Psychology of Adolescence.**—This course is intended for city and county superintendents, principals, supervisors, and high school teachers. It will attempt to deal with the characteristics of the youth of the high school age. This transition period has many typical changes in knowing and feeling and acting that are of interest and great importance to teachers of high school students. This course is intended primarily for them. Text-books, discussions, and exercises. *Daily, second period (either term)*—P, C.

MR. CRANFORD (*first term*).

MR. BATES (*second term*).

(Class enrollment limited to 30.)

**S 18<sup>c</sup>. High School Tests and Measurements.**—A study of tests available for use with high school pupils, intended primarily for high school principals. *Daily, third period (first term)*—P, C\*, G.

MR. HUNTER.

(Class enrollment limited to 25.)

**Physical Education S 1. Teaching of Physical Education to High School Girls.**

—This course includes discussions and lectures on such general topics as the theory and value of play, the place of physical education in the curriculum, objectives, and problems in personal hygiene. The latter part of the course emphasizes practice in playing, refereeing, and coaching various games and sports for high school girls. *Daily, third period (either term)*—*Professional credit only, half course.* MISS CHRISTENBURY.

## COURSES PRIMARILY FOR GRAMMAR-GRADE AND PRIMARY TEACHERS

(These courses are for teachers with two or more years of standard college training. Teachers with less than two years of standard training are advised to take the courses listed below under title "North Carolina 'Uniform Curricula' for Elementary Teachers." Primary and grammar-grade teachers who meet the prerequisites in preceding courses offered are advised to take at least one of these courses listed above: S 4<sup>d</sup>, S 5<sup>f</sup>, S 5<sup>g</sup>, S 8<sup>a</sup>, S 13<sup>a</sup>, S 13<sup>f</sup>, S 13<sup>g</sup>, S 15<sup>c</sup>, S 18<sup>b</sup>, and S 18<sup>d</sup>. They are also advised to elect one of the following courses: Bible S 1<sup>a</sup>, S 1<sup>b</sup>, S 1<sup>c</sup>; Biology S 7<sup>b</sup>; Economics S 1<sup>a</sup>, S 2<sup>a</sup>, S 18, S 24; English SC 2<sup>b</sup>, S 16<sup>b</sup>, S 16<sup>c</sup>; and History S 1<sup>a</sup>, S 1<sup>b</sup>, S 1<sup>c</sup>, S 7, S 9<sup>a</sup>, S 9<sup>b</sup>, S 21<sup>b</sup>, and Religious Education S 12.)

**S 1<sup>a</sup>. Introduction to Teaching.**—This course is primarily for college juniors and seniors who have never had a general course in education. It is intended to serve as the student's first study of the purposes and problems of the public school. *Daily, second period (first term)*—*P, C\**.  
(Class enrollment limited to 35.) MR. COLTRANE.

**S 2<sup>b</sup>. Practical Course in Methods.**—This course centers around the practice school. Fifty hours of observation, weekly conferences, and term papers are required. Separate sections for primary and grammar-grade teachers. No student may enroll for credit who has already taken a credit course in observation and practice. *Schedule to be arranged by each student and the instructors. Credit, two semester-hours (first term)*—*P, C\**.  
MISS GRAY, MRS. GHOLSON, AND MISS PENNY.

**S 2<sup>c</sup>. The American Elementary School.**—This course will consider (a) the responsibility of the elementary school in a democracy; (b) the relation of the elementary school to the junior and senior high schools; (c) sociological objectives in elementary education; (d) curriculum values in the elementary school; and (e) classification of elementary school pupils. An attempt will be made throughout the session to determine desirable conduct controls and personality outgrowths as a result of (1) the correct presentation of subject matter and (2) the provision of necessary school situations. *Daily, fourth and fifth periods (first term). Credit, 3 semester-hours*—*P, C\**.  
MR. CURTIS.

(Class enrollment limited to 35.)

**S 2<sup>e</sup>. Methods in Health Education in the Elementary School.**—In this course an effort is made to acquaint the student with a general technique of health teaching that conforms to standard educational procedure and practices in other subjects. The elements of good method, criticism of



method, types of lessons, sources of material, and selection and organization of subject matter are studied. Language work, games, projects, posters, and plays are used as illustrative material. *Daily, first period (first term)*—P, C.

MISS DANSDILL.

(Class enrollment limited to 35.)

**S 2f. The Teaching of Geography.**—This course is intended for elementary supervisors and grammar-grade teachers who have at least two years of standard college training. Economics **S 15<sup>a</sup>**, **S 15<sup>b</sup>**, or **S 1<sup>a</sup>** should accompany or precede this course. Organization of subject matter and fundamental aims in geography teaching will be stressed. *Daily, fourth period (second term)*—P, C\*.

MR. CARR.

(Class enrollment limited to 35.)

**S 2g. Psychology of the Elementary School Subjects.**—A course dealing with the psychology of the different elementary school subjects, and intended to give the student a psychological background for thinking through the various problems encountered in the teaching of these subjects. Recent investigations in the subjects will be considered. Each student will be expected, in addition to the classroom work, to make an investigation of the psychology of some one of the school subjects. This course is divided, and is continued the second term. One half may be taken without the other. *Daily, second period (first term)*—P, C\*.

MR. BRIGGS.

(Class enrollment limited to 35.)

**S 2h. Psychology of the Elementary School Subjects.**—A continuation of **S 2g** above. This half of the course may be taken without the first half. *Daily, second period (second term)*—P, C\*.

MR. BRIGGS.

(Class enrollment limited to 35.)

**S 5f. Introduction to Rural Education.**—This course deals with the changing rural community and its effect upon the rural school; the major rural school problem of organization and administration, teaching equipment, transportation, consolidation, the school term, the rural teacher, attendance and the curriculum. This course is divided, and is continued the second term. One half may be taken without the other. *Daily, first period (first term)*—P, C\*.

MR. BRIGGS.

(Class enrollment limited to 35.)

**S 5g. Introduction to Rural Education.**—A continuation of **S 5f** above. This half of the course may be taken without the first half. *Daily, first period (second term)*—P, C\*.

MR. BRIGGS.

(Class enrollment limited to 35.)

**S 7<sup>a</sup>. The Technique of Teaching.**—This course is intended to be an advanced course in the teaching process. It deals with the theory underlying sound technique and is applied specifically to the work of the elementary school. It is used as the basal work in the **Major Course for Elementary Supervisors and Principals** but is open to primary and grammar-grade teachers of superior training and experience. *Daily, second period (either term)*—P, C\*, G.

MR. ELLIS (first term).

MR. CARR (second term).

(Class enrollment limited to 25.)

**S 14f. The Foundations of Early Childhood Education.**—This course deals with the mental and physical growth of the child up to school age. The first six years of a child's life are significant in that they color and to a large degree fashion what is to follow. Effective teaching involves the extension of these basic experiences in keeping with the greatest worthy development of which the child is capable. An effort will be made to survey these experiences of early childhood with a view toward their extension into school life. *Daily, third period (first term)—P, C.* MR. FRETZ. (Class enrollment limited to 35.)

**NORTH CAROLINA "UNIFORM CURRICULA" FOR ELEMENTARY  
TEACHERS**

The North Carolina State Department of Education requires high school graduates and others who have less than two years of standard college training to complete a special course of work before receiving the standard primary or grammar grade certificates. This work is divided into nine summer school units of six weeks each. The units are described below. Units 1 and 2 are, under the revised regulations, required of teachers without experience before they can receive the Elementary B certificate. The first five units are required of them before they can receive the Elementary A certificate. Teachers who already hold the Elementary B certificate are permitted to elect their work from any courses listed in the first five units, except courses for which they already have credit. Teachers holding the Elementary A certificate are expected to take their work from the last four units, except that they are permitted to take from the first five any units they had not already had. Teachers holding the primary or grammar grade "C" certificates, on the basis of experience, or other teachers who have not had standard college work in English composition are advised to elect such work as part of their course.

**SUMMER SCHOOL UNIT NO. 1**

(Required in full of high school graduates without teaching experience who expect to obtain the Elementary B certificate. Teachers holding the Elementary B certificate may elect one or more courses from this group, provided they have not previously obtained credit for such courses. All teachers holding either Elementary B or Elementary A certificates who have not already had a college course in English composition are urged to elect English **11X** as described in Unit No. 1.)

**Education 11X. Introduction to Teaching.**—An introductory study of the work of our public schools, the business of teaching, etc. It should serve to orient the student in the fields of education. Frequent observation will be made in the training school to enable the students to study child nature,

teacher qualifications, and the specific problems involved in each field of work, as the primary, intermediate, and grammar grade. Students taking this course must leave the second period open for observation work daily. *Daily, first period (either term)—P, C.*

MR. COLTRANE (*first term*).

MR. HIGHSMITH (*second term*).

(Class enrollment limited to 35 students per section each term.)

**Education 12X. Elementary School Practice.**—An effort is made in this course to acquaint the student with as much general technique as the time given will allow. Based on the elementary course of study, such topics as the following will be treated: selection and organization of subject matters; types of lessons; the recitation; socialized recitation; the project and problem methods; lesson plans; teaching children to study; etc. Much use will be made of the training school. Students enrolling in this course must leave the second period open for observation work daily. *Daily, third period (either term)—P, C.*

MR. ELLIS (*first term*).

MR. HIGHSMITH (*second term*).

(Class enrollment limited to 35 per section.)

**English 11X. English Composition.**—This is a course in the fundamentals of English composition, oral and written. It is identical with English S C 1<sup>a</sup>. *Daily, fourth period (either term)—P, C.*

MR. MITCHELL AND MR. BRIDGERS (*first term*).

MR. BRIDGERS (*second term*).

(Class enrollment limited to 35 per section.)

**Physical Education 11X. Plays and Games.**—This is a general course required of beginning teachers in the elementary schools. It approaches the problem of health education through plays and games, discussing such topics as the value of play, games suitable for different ages of childhood, playground apparatus, first aid, health crusades, etc. *Daily, fifth period (either term)—Professional credit only, half course.*

MISS CHRISTENBURY.

#### SUMMER SCHOOL UNIT NO. 2

(Required in full of high school graduates who expect to obtain the Elementary B certificate. Such graduates must obtain both Units 1 and 2 in the summer of 1927 before they are eligible for an elementary teacher's certificate.)

**Education 23P. Special Primary Methods in Reading.**—The psychology of reading; historical development of method, as A, B, C, word, sentence, etc.; pre-primer reading; phonics; suitable reading material; the place of oral and silent reading; recent investigations in reading; diagnostic and remedial steps; minimal essentials. Much use will be made of the training school, and students enrolling must leave one morning period open for observation work every other day. This course is intended for prospective teachers who expect to specialize in grades one to three. Teachers who expect to specialize in grades four to seven will take course 23G below. *Daily, fourth period (either term)—P, C.*

MISS SULLIVAN (*first term*).

MRS. BULLARD (*second term*).

(Class enrollment limited to 35.)

**Education 23G. Grammar Grade Methods in Language, Composition, and Reading.**—A study of recent experimental investigations in these subjects: the minimum essentials in each grade in each subject; the respective values of oral and silent reading and of oral and written composition; different methods of teaching; value of projects in organizing and motivating the work. Much use will be made of the State Course of Study. Systematic observation in the training school will be required, and students enrolling must leave one morning period open for observation work every other day. This course is intended for prospective teachers who expect to specialize in grades four to seven. Teachers who expect to specialize in grades one to three will take course **23P** above. *Daily, fourth period (either term)*—P, C.

MISS MICHAELS (*first term*).  
MRS. HAWKES (*second term*).

(Class enrollment limited to 35.)

**English 22X. English Composition.**—This course continues English **11X** above, and includes a thorough review of the fundamentals of English grammar with special attention to sentence structure, syntax, common errors, etc. It is identical with English **S C 1<sup>b</sup>**. *Daily, second period (either term)*—P, C.

MR. BRIDGERS.

(Class enrollment limited to 35.)

**Education 24X. Introductory School Management.**—The primary object of this course is to give the student the fundamental knowledge of what is involved in the conduct of a school. Among the topics treated are the aims of education, personal qualifications of a good teacher, discipline, program making, daily schedule, classification and gradation, school hygiene, supervised study, and school ethics. Frequent use will be made of the training school. *Daily, first period (either term)*—P, C.

MR. ELLIS AND MR. C. S. WARREN (*first term*).

MR. CARR (*second term*).

(Class enrollment limited to 35.)

**Writing 21X.**—An elementary course in writing intended primarily to develop skill. *Daily, third period (either term)*—P, C. MISS GORDON.

#### SUMMER SCHOOL UNIT NO. 3

(Required of teachers who have completed Units 1 and 2.)

**Education 35P. Primary Methods in Language.**—The place of oral and written language; nature study, games, stories, pictures, projects, and other activities as a basis for language work; story telling, principles underlying, choice of material, learning and telling a selected number of primary stories; dramatization, its educational value, relation to other subjects, and place in the primary grades; etc. "All these subjects should be unified and regarded as the beginnings of the child's English experiences." This course is for teachers of the primary grades. Grammar-grade teachers should omit this course and take History **31G** below. *Daily, second period (either term)*—P, C.

MISS DANSDILL AND MISS MICHAELS (*first term*).

MRS. BULLARD (*second term*).

(Class enrollment limited to 35.)

**History 31G. The European Background of American History.**—Identical with History S 1<sup>a</sup>. The aim of this course is threefold: (1) to give the student a grasp of the subject matter of the European background course in our elementary schools, (2) to give an interpretative background to our American history, and (3) to give to the student an international point of view in addition to the more restricted national one. *Daily, second period (either term)*—P, C.

MR. EELLS (*first term*).  
MR. SEARS (*second term*).

(Class enrollment limited to 35.)

**English 33X. English Composition.**—This is the most advanced course in English composition required of elementary teachers. There is strong emphasis upon the power of the student to collect material and organize ideas and effectively express them in narration, descriptions, and exposition. This of course involves thorough review of paragraphing, use of words, and the application of such rhetorical principles as unity, coherence, etc. The course is identical with English SC 2<sup>a</sup>. *Daily, fifth period (either term)*—P, C.

MR. JORDAN AND MR. BRIDGERS (*first term*).  
MR. BRIDGERS (*second term*).

(Class enrollment limited to 35.)

**Geography 31X. Principles of Geography.**—Identical with Economics S 15<sup>a</sup>. A course based upon the principles of geography and intended to explain how man's industries and his life are determined by his environment. The students may select the United States, Latin-America, or the Orient for collateral readings, maps, and term papers. A standard textbook is used. *Daily, first period (either term)*—P, C.

MR. COTTON (*first term*).  
MR. SIKES (*second term*).

(Class enrollment limited to 35.)

**Drawing 31X. Fundamentals of Drawing.**—This course aims to give certain skills which are fundamental in teaching the drawing of the State Course of Study, as well as skills that will prove of help in teaching other subjects of the elementary school curriculum. Such topics as these will be considered: color theory, design, perspective, representation, illustration, picture study, etc. Media considered will be charcoal, water colors, crayons, clay, etc. In giving skill in these topics use will be made of content of the elementary curriculum the teaching of which would demand such skill. *Daily, third period (either term)*—*Professional credit only, half course.*

MRS. ALSTON (*first term*).  
MISS BECK (*second term*).

#### SUMMER SCHOOL UNIT NO. 4

(Required of teachers who have completed Units 1, 2, and 3. But see statement under Biology 41X.)

**Biology 41X. General Biology.**—An introductory course intended to give a basis for the study of psychology, physiology, botany, zoology, etc. Since this course is offered only in combination with courses 62X and 73X described below, students are advised to take Physiology 51X de-

scribed below and postpone this work until the rest of Unit 4 has been completed. The State Department of Education permits the so-called "Irregular Unit in Biology" described below to be taken at any time after Unit 3 but recommends that it be taken after Unit 4 or Unit 5 has been completed. (See "Irregular Unit in Biology.")

MR. CUNNINGHAM AND MR. ELLISON.

**Psychology 41X. Child Study.**—This course considers the development of the child in mental, moral, and social nature. The treatment of these topics will find application in the kind of training and school work which a child needs at different stages of development. Such topics as influence of heredity and environment, meaning of infancy, innate tendencies and capacities, the development of attention, memory, imagination, thinking, perception, etc., will be considered. *Daily, third and fifth periods (first term) and fifth period (second term)*—P, C.

MR. CRANFORD AND MR. JOSEY (*first term*).

MR. BATES (*second term*).

(Class enrollment limited to 35.)

**History 41X. American History.**—A rapid survey of the colonial and revolutionary periods will be followed by a more intensive study of the early constitutional period. Identical with History S 9<sup>a</sup>. *Daily, fourth period (first term)*—P, C.

MR. HIRSCH

(Class enrollment limited to 35.)

**Physical Education 42P. Physical Education for Primary Grades.**—Psychological basis of play; games suitable for children at the primary stage of mental and physiological development; health habits, in school and out; play and fatigue; etc. *Daily, first period (either term)*—*Professional credit only, half course.*

MISS CHRISTENBURY.

**Physical Education 42G. Physical Education for Grammar Grades.**—Treatment similar to that in course 42P above, with special reference to grammar grades. The plays, games, etc., will of course be quite different because of a different physiological basis, etc. *Daily, second period (either term)*—*Professional credit only, half course.*

MISS CHRISTENBURY.

#### IRREGULAR UNIT IN BIOLOGY

(This unit may be taken at any time after the completion of Units 1, 2, and 3 but should be taken immediately after Unit 4 or Unit 5.)

**Biology 41X (General Biology), 62X (Plants), 73X (Animals).**—An introductory course intended to serve as a foundation for the study of psychology, physiology, botany, zoölogy, etc. The treatment of plants attempts two things: (1) through the study of types to acquaint the student with the morphology and physiology and reproduction in plants, from the one cell to seed plants, (2) through field work to acquaint the student with as much common and local flora as possible. This part of the course is intended to serve as a foundation for the teaching of nature study and elementary science. The treatment of the part of the course dealing with animals is similar in aim and method to the treatment of the part dealing

with plants. Outstanding characteristics of animal life, from the single cell protozoan to the higher mammalian will be studied. *Schedule to be arranged. Credit, 8 semester-hours, constituting a complete unit (either term).*

MR. CUNNINGHAM AND MR. ELLISON.

(Class enrollment limited to 35.)

SUMMER SCHOOL UNIT NO. 5

**Physiology 51X. Personal and School Hygiene.**—General, personal, and school hygiene with some instruction in anatomy and physiology. The cause, transmission, and prevention of communicable diseases will be discussed, as will also the more common defects of school children, school-house sanitation, medical inspection, and similar topics. *Daily, third period (first term)*—P, C.

MISS DANSDILL.

(Class enrollment limited to 35.)

**History 52X. American History. (Continued).**—This course continues 41X. It begins with the Jacksonian democracy and includes a study of national expansion, sectional rivalry, railway extension, slavery, political problems, international relations, and the Civil War. Texts, readings, and reports. *Daily, fourth period (second term)*—P, C.

MR. SEARS.

**Education 55G. Teaching of Grammar-Grade Arithmetic.**—Elementary psychology of arithmetic; place and value of drill; problem solving; diagnosis of difficulties, and remedial measures; methods of teaching; sources of problems; place of arithmetic in the elementary school curriculum. Systematic observation work required. *Daily, second period (either term)*—P, C.

MR. FRETZ.

(Class enrollment limited to 35.)

**Education 56P. Primary Numbers and Projects.**—The psychology of arithmetic; development of the number concept in the primary grades; place of drill; projects in nature study, games, and other activities as a basis for formal number work, etc. *Daily, first period (either term)*—P, C.

MISS SULLIVAN (first term).

MISS RAWL (second term).

(Class enrollment limited to 35.)

**Music 51X. Elements of Music.**—A course intended to give the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading and dictation, rote songs, child voice, etc., will be discussed. *Daily, fifth period (either term)*—*Professional credit only, half course.*

MR. TWADDELL (first term).

MRS. TWADDELL (second term).

SUMMER SCHOOL UNITS 6-9—SELECTED COURSES

(Recommended for teachers holding the Elementary A certificate.)

**Biology 62X, and 73X** as described above. (See "Irregular Unit in Biology.")

**Education 67P. Primary Curriculum.**—The aims and objectives of education in the primary grades; subject matter and school activities neces-

sary to obtain these aims and objectives; study of the State Course of Study in the light of these; organization of the primary curriculum; the place of projects and child activities as a basis for this organization. Much use will be made of the training school. This course is for primary teachers. Grammar-grade teachers desiring a similar course should take **66G** below. *Daily, third period (first term)*—P, C. MR. C. S. WARREN.  
(Class enrollment limited to 35.)

**Education 66G. A Study of the Grammar Grade Curriculum.**—This course considers the aim and objectives of education in the intermediate and grammar grades, pupil activities and experiences for accomplishing these aims and objectives, organization of the grammar grade curriculum around these activities, etc. The North Carolina State Course of Study will be used in addition to a text-book on the elementary school curriculum. Only teachers of the grammar grades should take this course. Primary teachers desiring similar work should elect **67P** above. *Daily, fourth period (either term)*—P, C.  
MR. C. S. WARREN (*first term*).  
MR. HIGHSMITH (*second term*).

(Class enrollment limited to 35.)

**Geography 62P. Primary Geography and Nature Study.**—The function, aim, and place of geography and nature study in the primary curriculum. Consideration of such content as primitive life and occupations; observational effects of weather changes and climate on nature and life; certain physiographic changes and features which can be observed and appreciated; some acquaintance with the out-of-doors, common birds, butterflies, insects, animals, trees, flowers, etc.; methods of teaching such material. Use will be made of the State Course of Study, text-books in geography and nature study, and professional books on these subjects. *Daily, fifth period (either term)*—P, C.  
MISS SULLIVAN (*first term*).  
MRS. BULLARD (*second term*).

**Geography 72G. The Teaching of Geography.**—Type studies of North America, with major emphasis upon the United States, will be used to bring out and illustrate the fundamental principles of good geography teaching. Observation work required. *Daily, second period (second term)*—P, C.  
MISS RAWL.

**Education 73P. History Material for Primary Grades.**—The aim of this course is to give the student a source of history material for primary grades, together with methods of presentation. Practice will be given in constructing and telling stories suitable for children from biographies, travel, etc. *Daily, third period (second term)*—P, C.  
MISS RAWL.

**English 74P. Children's Literature.**—A critical study of literature for primary grades; types of literature; Mother Goose, non-sense and fairy tales, fables, myths, legends, nature stories, poetry, etc.; story telling, principles underlying and practice; study of State Course of Study and State adopted texts; bibliographies and use of the library. *Daily, first period (first term)*.  
MISS MICHAELS.

(Class enrollment limited to 35.)



**English 74G. American Literature.**—Identical with English S 4<sup>e</sup>. This course is intended to give a background for the American literature of the grammar grades. A selection is made from the literature taught in the last three grades of the elementary school, and a careful study is made of this literature and its background. *Daily, first period (first term)*—P, C.

MR. SPILLER.

(Class enrollment limited to 35.)

**Drawing 72P. Drawing for Primary Grades.**—This course considers the topics introduced in course 31X with special reference to the work of the primary grades. *Daily, fourth period (either term)*—Professional credit only, half course.

MRS. ALSTON (first term).

MISS BECK (second term)

**Drawing 72G. Drawing for Grammar Grades.**—This course considers the topics introduced in course 31X with special reference to the work of the grammar grades. *Daily, fifth period (either term)*—Professional credit only, half course.

MRS. ALSTON (first term).

MISS BECK (second term).

**Psychology 82X. Educational Psychology.**—A study of original nature, individual differences, the learning process, and mental hygiene in their relation to teaching the elementary school subjects. *Daily, first period (either term)*—P, C.

MR. CRANFORD (first term).

MR. BATES (second term).

(Class enrollment limited to 35.)

**Writing 82P.**—A course combining practice for skill with a study of the educational theory underlying the teaching of handwriting. *Daily, fifth period (first term)*—Professional credit only, half course.

MISS GORDON.

**Geography 83X. Types of Industry.**—Identical with Economics S 15<sup>e</sup>. This course is designed to study specifically the major industries in the United States. The economics of such industries as agriculture, mining, manufacture, transportation, and banking will be especially emphasized. The students may select a specific industry for collateral readings and term papers. *Daily, fourth period (first term)*—P, C.

MR. COTTON.

(Class enrollment limited to 35.)

**English 85G. English Literature for Grammar Grades.**—The purpose of this course is to assist teachers to a mastery of the various kinds of literature they are called on to teach. Works that appear in abridged or simplified form in school text-books may be studied in full with the purpose of attaining the understanding necessary to proper teaching. Attention will also be given to methods of presenting literature, to the selection of books for supplementary and home reading, and to reading aloud by teacher and pupil. Texts: the basal readers adopted for grammar-grade use in the North Carolina public schools. *Daily, fifth period (first term)*—P, C.

MR. MITCHELL.

(Class enrollment limited to 35.)

**Religious Education 91X. The Use of the Bible in Public Schools.**—A survey of the present situation in Religious Education as related to the public school system, followed by a discussion of various methods of religious instruction, closing with the presentation of practical examples of Biblical material suitable for public school use in instruction and worship. *Daily, third period (first term)*—P, C.

MR. CANNON.

(Class enrollment limited to 25.)

**Sociology 91X. Social Problems.**—An intensive study of several social problems: crime, pauperism, juvenile delinquency; child labor; feeble-mindedness; charities, race problem; immigration; Americanization. Relation of the school and teacher to these problems. *Daily, fourth period (either term)*—P, C\*.

MR. BRIGGS.

(Class enrollment limited to 35.)

**History 94X. Citizenship.**—Identical with Government S 2<sup>a</sup>. A study of the organization, growth, and practical workings of national, state, and local government in the United States. The course is intended to serve as a background for the work of teachers of citizenship courses in the public schools. *Daily, second period (either term)*—P, C.

MR. GLASSON (*first term*).

MR. BUTTS (*second term*).

(Class enrollment limited to 35.)

**Music 92G. Musical Appreciation for Grammar Grades.**—This course will discuss such topics as the need for musical appreciation; sources of the enjoyment of music; rhythm, melody, song; correlation of music with other arts and common school subjects. *Daily, first period (either term)*—*Professional credit only, half course.*

MR. TWADDELL (*first term*).

MRS. TWADDELL (*second term*).

**English 96G. English Literature.**—This course is included in English SL I. *Daily, third and fourth periods (either term). Credit, three semester-hours*—P, C.

MR. JORDAN.

(Class enrollment limited to 35.)

**Education 98G. Grammar Grade Methods in Geography and History.**—This course emphasizes the fundamental purposes in the teaching of geography and history. It attempts to take the student away from the teaching of mere facts. Aims and values are considered with a view to developing type lessons and organizing the subject-matter of these important content subjects with the fundamental aims and values in mind. *Daily, fourth period (first term)*—P, C.

MR. HIGHSMITH.

(Class enrollment limited to 35.)

## BIBLICAL LITERATURE

**S 1<sup>a</sup>. Old Testament History.**—This course will include a general survey of the historical portions of the Old Testament. *Daily, second period (second term)*—P, C. MR. ORMOND.

(Class enrollment limited to 35.)

**S 1<sup>b</sup>. Old Testament Literature.**—The prophetic, legal, wisdom, and devotional literature of the Old Testament. *Daily, third period (second term)*—P, C. MR. ORMOND.

(Class enrollment limited to 35.)

**S 1<sup>c</sup>. The New Testament.**—A general study of the New Testament with special reference to the life and teachings of Jesus and the work and writings of Paul. *Daily, first period (second term)*—P, C. MR. ORMOND.

(Class enrollment limited to 35.)

**S 2<sup>b</sup>. The Bible as Literature.**—This course undertakes, first, an estimate of the place of the Bible in English Literature; second, a study of the leading forms of Biblical Literature. *Daily, second period (first term)*—P, C. MR. CANNON.

(Class enrollment limited to 35.)

**S 13. Expansion of Christianity to the Reformation.**—The history of Christianity viewed from the standpoint of its geographical expansion in the Roman Empire, into the British Isles, and throughout Northern Europe. *Daily, first period (first term)*—P, C\*, G. MR. CANNON.

(Class enrollment limited to 25.)

## BIOLOGY

**S 7<sup>b</sup>. Heredity.**—The fundamentals of heredity are presented in daily lectures with as little technicality as possible. *Daily, third period (second term). Credit, 2 semester-hours*—P, C. MR. CUNNINGHAM.

(Class enrollment limited to 35.)

**S 21. General Biology.**—This course consists of daily lectures, laboratory work, and quizzes, and aims to meet the demand for a content course for high school teachers as well as to afford one of the science courses required for graduation, provided sufficient laboratory work is taken. *Credit, 6 or 8 semester-hours. Lectures: daily, first period (either term)*—P, C. MR. CUNNINGHAM AND MR. ELLISON.

**S 12. Research.**—Graduate students, who in the judgment of the department are prepared, may carry on investigation of a problem during the summer, and credit will be arranged according to the work done, three hours of laboratory work counting one hour credit. *(Either term)*—P, G. MR. CUNNINGHAM.

## CHEMISTRY

**S 1. General Inorganic Chemistry.**—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. *Lectures daily, first period; recitation daily, fourth period; laboratory hours to be arranged. Credit, 8 semester-hours. (Second term)—P, C.*

MR. WILSON AND MR. WRENN.

(Class enrollment limited to 30.)

## DRAWING

See "North Carolina 'Uniform Curricula' for Elementary Teachers" under *Education*. Courses in drawing are given in accordance with the requirements of the State Department of Education for professional credit but carry no college credit whatever. The following course carries professional credit for teachers in the elementary schools who hold, or are entitled to hold certificates higher than Elementary A.

**N 21<sup>a</sup>. Advanced Course in Art.**—A special study of line composition, tone relationship, and color harmony. Application of the various principles involved in landscape, flower, and figure composition; still-life, linoleum block printing, monotype, etc.—Charcoal, water-color, and oil. *Daily, first period (second term)—Professional credit only, half course.*

MISS BECK.

(Students taking this course are required to purchase materials used in connection with the course, not to exceed \$3.)

## ECONOMICS AND GOVERNMENT

**S 1<sup>a</sup>. Principles of Economics.**—A short course in the essential principles of economic science. Students who complete this course satisfactorily may be admitted to Economics 4 and 6 during the college year 1927-28. *Daily, fourth period (second term)—P, C.*

MR. SIKES.

(Class enrollment limited to 25.)

**S 2<sup>a</sup>. Elementary Survey of American Government and Politics.**—A study of the organization, growth, and practical working of national, state, and local government in the United States. The course is intended to serve as a background for the work of teachers of citizenship courses in the public schools. *Daily, second period (either term)—P, C.*

MR. GLASSON (*first term*).

MR. BUTTS (*second term*).

(Class enrollment limited to 35.)

**S 15<sup>a</sup>. Human Geography.**—A course based upon the principles of geography and intended to explain how man's industries are determined by his environment. *Daily, first period (either term)—P, C.*

MR. COTTON (*first term*).

MR. SIKES (*second term*).

(Class enrollment limited to 30.)

**S 15<sup>b</sup>. Types of Industry and Industrial Organization.**—This course is designed to study specifically the major industries in the United States. The economics of such industries as agriculture, mining, manufacture, transportation and banking will be especially emphasized. The students may select a specific industry for collateral readings and term papers. *Daily, fourth period (first term)*—P, C. MR. COTTON.

**S 30. The National Banking System of the United States.**—A preliminary survey of the national banking system prior to the enactment of the Federal Reserve Act, followed by a consideration of the Federal Reserve System. A general training in economic principles is prerequisite. *Daily, second period (second term)*—P, C\*, G. MR. SIKES.  
(Class enrollment limited to 25.)

**S 54.<sup>a</sup> Trade Unionism and Labor Problems.**—Economic and industrial conditions that have given rise to unionism; a brief history of unionism in England and the United States. The structure, methods and policies of modern unions. Collateral reading is required. *Daily, second period (first term)*—P, C\*, G. MR. COTTON.  
(Class enrollment limited to 20.)

**S 24. Principles and Problems of Government.**—Introduction to the study of principles and problems of government; problems of public control of government; administrative problems; special problems in the operation of government. Text: Haines and Haines, *Principles and Problems of Government*. *Daily, third period (second term)*—P, C\*. MR. BUTTS.  
(Class enrollment limited to 25.)

**S 8<sup>b</sup>. International Law and International Organization.**—The general principles of public international law as developed by treaties, by legislation, and by the decisions of municipal courts and international tribunals; diplomatic practices; international organization. Text: Fenwick, *International Law*. Assignments from Moore's *Digest of International Law*, and Evans', *Cases in International Law*. *Daily, fourth period (second term)*—P, C\*, G. MR. BUTTS.  
(Class enrollment limited to 25.)

**S 18<sup>b</sup>. Seminary Course in Public Finance.**—The aim of this course is to instruct students in methods of research as applied to selected problems in public finance. The group will meet daily for conference and reports, and the instructor will make frequent individual appointments with students to assist them in using the material in the library. Applicants for this course should consult the instructor before enrolling for it. *Daily, third and fourth periods (first term). Conferences with students by appointment. Credit, 4 semester-hours*—P, C\*, G. MR. GLASSON.  
(Class enrollment limited to 10.)

## ENGLISH

**S C1<sup>a</sup>. English Composition.**—This is a course in the fundamentals of English composition, oral and written. It is identical with *English 11X*

of the "Uniform Curricula." When taken in combination with **SC1<sup>b</sup>** below, it gives full credit for English **C1** of the regular college year. Written exercises as in the regular term. *Daily, fourth period (either term)*—P, C.

MR. MITCHELL AND MR. BRIDGERS (*first term*).

MR. BRIDGERS (*second term*).

(Class enrollment limited to 30.)

**SC1<sup>b</sup>. English Composition.**—This course is identical with *English 22X* of the "Uniform Curricula." It includes a thorough review of the fundamentals of English grammar with special attention to sentence structure, syntax, common errors, etc. Frequent themes. *Daily, second period (either term)*—P, C.

MR. BRIDGERS.

(Class enrollment limited to 30.)

**SL 1. English Poetry.**—This course consists of instruction in the principles of English versification and of a general survey of English poetry. It includes course 96G of the "Uniform Curricula." *Daily, third and fourth periods (either term)*. Credit, three semester-hours—P, C.

MR. JORDAN.

(Class enrollment limited to 30.)

**SC2<sup>a</sup>. English Composition.**—By means of instruction, frequent conference, and extensive writing of assignments this course undertakes to make the student familiar with the qualities of the best prose style. Open only to those who have credit for **SC1<sup>a</sup>** and **SC1<sup>b</sup>**. *Daily, fifth period (either term)*—P, C.

MR. JORDAN AND MR. BRIDGERS (*first term*).

MR. BRIDGERS (*second term*).

(Class enrollment limited to 30.)

**SC2<sup>b</sup>. English Composition.**—This course continues the work of **SC2<sup>a</sup>**. Chief emphasis is placed upon extensive writing in exposition and narrative. When completed in combination with **SC2<sup>a</sup>**, it gives full credit for English **C2** of the regular college year. *Daily, second period (either term)*.

MR. JORDAN.

(Class enrollment limited to 30.)

**S4<sup>a</sup>. American Literature for Elementary Teachers.**—A selection is made from the American literature taught in the last three grades of grammar school. The course is devoted to a study of this material and its background. *Daily, first period (first term)*—P, C.

MR. SPILLER.

(Class enrollment limited to 35.)

**S11<sup>c</sup>. The Queen Anne Period.**—Studies in the writings of Defoe, Addison, Steele, Swift, Pope, and their contemporaries. *Daily, fourth period (second term)*—P, C\*, G.

MR. McCUTCHEON.

(Class enrollment limited to 20.)

**S11<sup>d</sup>. Dr. Johnson and His Circle.**—The writings of Johnson, Goldsmith, Gibbon, Sheridan, and their contemporaries. *Daily, second period (second term)*—P, C\*, G.

MR. McCUTCHEON.

(Class enrollment limited to 20.)

**S 21<sup>c</sup>. The Critical Essay.**—The origin and development of English literary criticism in essay form. *Daily, third period (second term)*—P, C\*.  
MR. McCUTCHEON.

(Class enrollment limited to 25.)

**S 16<sup>b</sup>. The Teaching of English Literature in the Elementary School.**—The purpose of this course is to assist teachers to a mastery of the various kinds of literature they are called on to teach. Works that appear in abridged or simplified form in school text-books may be studied in full with the purpose of attaining the understanding necessary to proper teaching. Attention will also be given to methods of presenting literature, to the selection of books for supplementary and home reading, and to reading aloud by teacher and pupil. Texts: the basal readers adopted for grammar-grade use in the North Carolina public schools. *Daily, at fifth period (first term)*—P, C.  
MR. MITCHELL.

(Class enrollment limited to 35.)

**S 27<sup>a</sup>. The Romantic Movement.**—About one-third of this course is devoted to the romantic literature of the latter half of the eighteenth century; the remainder to a more intensive study of English prose and poetry from 1792 to 1832. Lectures, class-room discussions, and reports on assigned reading. *Daily, second and third periods (first term)*. Credit, 4 semester-hours—P, C\*, G.  
MR. WHITE.

(Class enrollment limited to 25.)

**S 19<sup>a</sup>. Contemporary British Poetry.**—A survey of English poetry in the twentieth century, with some preliminary study of versification. *Daily, fourth period (first term)*—P, C\*.  
MR. WHITE.

(Class enrollment limited to 25.)

**S 3<sup>a</sup>. Shakespeare.**—*Henry the Fourth*, first and second parts, and the *Merry Wives of Windsor* will be read in class; and *Richard the Second*, and *Henry the Fifth* will be assigned for outside reading. *Daily, first period (first term)*—P, C\*.  
MR. MITCHELL.

(Class enrollment limited to 30.)

**S 16<sup>c</sup>. American Poetry and Prose.**—(Planned for teachers in high school.) An intensive study of a selected group of American writers from the period of the Revolution to the present, e.g. Franklin, Jefferson, Irving, Cooper, Poe, Emerson, Lanier, Whitman. Extensive readings, lectures, and reports. The final week will be devoted to contemporary poetry and prose. *Daily, fourth and fifth periods (first term)*—P, C\*, G. Credit, 4 semester-hours.  
MR. SPILLER.

(Class enrollment limited to 25.)

## FRENCH

**S 2<sup>a</sup>. Second-Year French.**—Reading and translation, alternate exercises in grammar review, verb drill, and writing in French at dictation. *Daily, fifth period (first term)*—P, C.  
MR. WATERHOUSE.

(Class enrollment limited to 35.)

**S 2<sup>b</sup>. Second-Year French.**—Reading and translation, with prose composition. *Daily, third period (first term)*—P, C. MR. WATERHOUSE.  
(Class enrollment limited to 35.)

**S 2<sup>c</sup>. Second-Year French.**—Reading and translation. One novel will be required of each student as outside reading. *Daily, fourth period (first term)*—P, C. MR. WATERHOUSE.  
(Class enrollment limited to 35.)

**S 5<sup>e</sup>. Methods of Teaching French.**—Phonetics, lectures, assigned readings, reports, discussion of texts and problems, dictation, and pronunciation. Texts: Handschin's *Methods of Teaching Modern Languages* and Nitze and Wilkins' *Handbook of French Phonetics*. *Daily, first period (first term)*—P, C\*, G. MR. COWPER.  
(Class enrollment limited to 15.)

**S 6<sup>e</sup>. History of the Novel.**—A study of typical French novels from the Seventeenth Century to the present. Lectures, assigned readings, and reports. *Daily, second and third periods (first term)*. *Credit, 4 semester-hours*—P, C\*, G. MR. COWPER.  
(Class enrollment limited to 20.)

**S XX. Advanced Study in France.**—Six weeks intensive study of French at the University of Dijon with additional opportunity for travel in France. See pages 283-285, this bulletin. *Credit, 6 semester-hours*—P, C\*, G. MR. WEBB.

## GERMAN

**S 1<sup>a</sup>. Elementary German.**—Grammar, with composition, simple reading, and spoken German. *Daily, first period (first term)*—P, C. MR. F. E. WILSON.  
(Class enrollment limited to 35.)

**S 1<sup>a</sup>. Elementary German.**—Grammar, with composition, simple reading, and spoken German. *Daily, third period (first term)*—P, C. MR. F. E. WILSON.  
(Class enrollment limited to 35.)

**S 1<sup>c</sup>. Elementary German.**—Grammar, reading, and translation. *Daily, fourth period (first term)*—P, C. MR. F. E. WILSON.  
(Class enrollment limited to 35.)

**S 2<sup>a</sup>. Second-Year German.**—Reading and translation of easy German prose with a systematic review of grammar and composition exercises based on the selections read. *Daily, first period (second term)*—P, C. MR. KRUMMEL.  
(Class enrollment limited to 30.)

**S 2<sup>b</sup>. Second-Year German.**—Reading and translation of German lyrics and ballads, and one selection of narrative prose. *Daily, second period (second term)*—P, C. MR. KRUMMEL.  
(Class enrollment limited to 30.)



**S 2°. Second-Year German.**—Reading and translation of a modern prose comedy and one of Schiller's blank verse dramas. *Daily, third period (second term)*—P, C. MR. KRUMMEL.

(Class enrollment limited to 30.)

### HISTORY

**S 1°. European Background of American History.**—This course is designed primarily for grammar-grade teachers of either American history or the European background of American history. *Daily, second period (either term)*—P, C. MR. EELLS (*first term*).

MR. SEARS (*second term*).

(Class enrollment limited to 35.)

**S 1°. European History, 1750 to 1870.**—Special attention will be given to the French Revolution and to its influence upon the development of nineteenth century Nationalism and democracy. *Daily, fifth period (first term)*—P, C. MR. MAY.

(Class enrollment limited to 35.)

**S 1°. European History Since 1870.**—A study of the economic and political developments leading to the World War, and the consequences of the war. *Daily, third period (first term)*—P, C. MR. EELLS.

(Class enrollment limited to 35.)

**S 7. American History—The Colonial Period, 1606-1763.**—Keeping in mind the European origins of American institutions, an intensive study is made of the political, social, economic, and religious developments of the American colonies. *Daily, second and third periods (first term). Credit, 4 semester-hours*—P, C\*, G. MR. HIRSCH.

(Class enrollment limited to 15.)

**S 9°. American History to 1828.**—A rapid survey of the Colonial and Revolutionary periods will be followed by a more intensive study of the National period down to the beginning of Jackson's administration. The course is designed especially to meet the needs of elementary teachers of American History. *Daily, fourth period (first term)*—P, C. MR. HIRSCH.

(Class enrollment limited to 35.)

**S 9°. American History, 1830-1865.**—This course will include a study of National expansion, sectional rivalry, railway extension, slavery, political parties, international relations, and the Civil War. *Daily, fourth period (second term)*P, C. MR. SEARS.

(Class enrollment limited to 35.)

**S 17°. Europe 1890-1914.**—An intensive study of the developments in the several European states together with a consideration of Nationalism, Imperialism, Militarism, and the diplomatic background of the World War. *Daily, first and second periods (first term). Credit, 4 semester-hours*—P, C\*, G. MR. MAY.

(Class enrollment limited to 25.)

**S XX. Historiography and Historical Bibliography.**—A survey of the content, meaning, and utility of history, historical evidence, and criticism. Attention is given to theory and methods of research and writing. A review of some important source and secondary materials is attempted, and instruction is given in their uses. *Daily, third and fifth periods. Credit, 4 semester-hours (second term)*—P, C\*, G. MR. HIRSCH.  
(Class enrollment limited to 15.)

**S 21<sup>b</sup>. American Diplomacy.**—This course will treat of American policies in the Caribbean, the more recent phases of the Monroe Doctrine, overseas expansion, immigration and its restriction, the World War and its aftermath. *Daily, third period (second term)*—P, C\*, G. MR. SEARS.  
(Class enrollment limited to 20.)

**S 22<sup>b</sup>. The Reformation.**—This course is an intensive study of the political, social, and religious history of Europe 1500-1648, based largely upon readings in the primary sources. *Daily, fifth period (first term)*—P, C\*, G. MR. EELLS.  
(Class enrollment limited to 25.)

**SX40. History of the Trans-Mississippi West.**—The history of the frontier is traced from the Mississippi to the Pacific Coast. It embraces such subjects as: the Great Northwest, the extension of the railway, the mining frontier, the western aspects of the tariff, slavery and the banks, Spanish occupation of the far west, internal commerce, reclamation of arid lands, etc. American democracy is studied with a view to finding the effect of the West upon its institutions and ideals. *Daily, second period (second term)*—P, C\*, G. Credit, 2 semester-hours. MR. HIRSCH.  
(Class enrollment limited to 25.)

## LATIN

**S 26. Readings in the Roman Historians.**—Primarily a reading course to acquaint the student with Roman historians whose works are not commonly read in secondary schools nor in colleges before junior and senior years. The reading will be organized to treat specific periods and topics of interest to students and teachers of Classics and Ancient History. *Daily, second and third periods (first term). Credit, 3 semester-hours*—P, C\*, G. MR. ROSBOROUGH.  
(Class enrollment limited to 20.)

**S 30. Teachers' Course.**—The work, based on Latin authors commonly studied in secondary schools, will be adapted, as far as is feasible, to individual needs. In addition to an intensive review of subject-matter, there will be discussion of topics of immediate interest and importance to teachers of Latin in secondary schools. *Daily, first and second periods (first term). Credit, 3 semester-hours*—P, C. MR. ROSBOROUGH.  
(Class enrollment limited to 20.)

## MATHEMATICS

**S 1<sup>a</sup>. College Algebra.**—This course will cover the following topics: review of elementary algebra, quadratic equations, properties of quadratics, progressions, variation, logarithms, mathematical induction, binomial theorem, functions, theory of equations, permutations and combinations, determinants. *Credit, 3 semester-hours. Daily, first and second periods (first term)*—P, C. MR. PATTERSON.  
(Class enrollment limited to 30.)

**S 2<sup>a</sup>. Plane and Spherical Trigonometry.**—Trigonometrical formulas; solution of special problems. *Credit, 3 semester-hours. Daily, second and third periods (first term)*—P, C. MR. PATTERSON.  
(Class enrollment limited to 30.)

Students completing S 1<sup>a</sup> and S 2<sup>a</sup> will altogether fulfill mathematics requirements for the A.B. degree.

**S 2<sup>b</sup>. Analytic Geometry.**—This course includes the definitions, equations, and properties of the straight line and conic sections in rectangular coördinates, parametric equations of loci, tangents, normals, etc., and transformations of coördinates, the general equation of the second degree. *Credit, 3 semester-hours. Daily, second and third periods (first term)*—P, C\*. MR. ELLIOTT.  
(Class enrollment limited to 20.)

**S 3<sup>a</sup>. Differential Calculus.**—*Credit, 3 semester-hours. Daily, fourth and fifth periods (first term)*—P, C\*. MR. ELLIOTT.  
(Class enrollment limited to 20.)  
(Courses S 2<sup>b</sup> and S 3<sup>a</sup> will not be offered unless as many as ten students enroll before May 1. Applications should be made promptly.)

**S 12. History of Mathematics.**—A study of the historical development of mathematics from 3000 B.C. up to the present time. The first part of this course gives a general survey of the development of elementary and college mathematics with sketches of the lives of the builders of this science. The second part deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, and modern geometry. *Credit, 3 semester-hours. Daily, first and second periods (first term)*—P, C\*, G. MR. RANKIN.  
(Class enrollment limited to 20.)

**S 13. The Teaching of Mathematics.**—This course is designed primarily for those who intend to teach mathematics. It deals with the recent changes in methods of studying mathematics. A careful study is made of the report of the National Committee on "The Reorganization of Mathematics in Secondary Education." The course also aims to give students an acquaintance with the wide field of literature on mathematics.

The coördination of geometry and algebra in junior high school mathematics is studied. *Credit, 3 semester-hours. Daily, fourth and fifth periods (first term)*—P, C\*, G. MR. RANKIN.

(Class enrollment limited to 20.)

Courses S 12 and S 13 are recommended for students preparing to teach mathematics in high schools. College courses in plane and spherical trigonometry, analytical geometry, and differential calculus (Courses 2, 3<sup>a</sup> of the Duke University catalogue) are prerequisite.

### PHYSICAL EDUCATION

See "North Carolina 'Uniform Curricula' for Elementary Teachers" under *Education*. Courses in physical education are given in accordance with the requirements of the State Department of Education for professional credit but carry no college credit whatever.

High school teachers are referred to course S 1, page 260, this announcement.

### PHYSICS

**S 1. Preliminary Physics.**—Lectures, recitations and individual laboratory work covering the fundamental phenomena of physics. This course is substantially equivalent to the Physics I of the winter term. Two lectures, one recitation, and one laboratory period daily. *Schedule to be arranged (first term)*—Credit, 8 semester-hours—P, C.

MR. COLLINS AND MR. CARPENTER.

(Class enrollment limited to 35.)

**S 2. General Physics.**—This course covers in a more advanced way the subjects of mechanics, heat, electricity, magnetism, and light. Since special emphasis is given to sound, radio activity, and conduction of electricity through gases in course I, the two courses together constitute an advanced course in general physics. Three lectures and one laboratory period a day. *Schedule to be arranged (first term)*—Credit, 8 semester-hours.

MR. COLLINS AND MR. KIRKPATRICK.

(This course will not be offered unless twelve registrations for it are completed by May 1.)

### PSYCHOLOGY

**S 14<sup>a</sup>. Child Psychology.**—This course will attempt to portray the outstanding characteristics of children of the primary and grammar-school ages. It is intended primarily for primary and grammar-grade teachers. Text-book, discussions, and exercises. *Daily, third and fifth periods (first term), fifth period (second term)*—P, C.

MR. CRANFORD AND MR. JOSEY (first term).

MR. BATES (second term).

(Class enrollment limited to 35.)

**S 14<sup>b</sup>. Psychology of Adolescence.**—This course will attempt to deal with the characteristics of the youth of the high school age. This course is intended primarily for high school teachers. Text-book, discussions, and exercises. *Daily, second period (either term)*—P, C\*.

MR. CRANFORD (*first term*)

MR. BATES (*second term*)

(Class enrollment limited to 30.)

**S 14<sup>c</sup>. General Psychology for Teachers.**—A study of original nature, individual differences, the learning process, etc. A survey of the principles of general psychology that are peculiarly applicable to the practical work of the teacher. *Daily, first period (either term)*—P, C.

MR. CRANFORD (*first term*).

MR. BATES (*second term*).

(Class enrollment limited to 30.)

**S 14<sup>d</sup>. Social Psychology.**—The socialization of the individual; the psychological bases of institutions and customs and the effect of these on the individual. *Daily, fourth period (first term)*—P, C\*.

MR. JOSEY.

(Class enrollment limited to 30.)

**S 14<sup>i</sup>. Abnormal Psychology.**—A study of the sources of mental disorders; psychological methods of treatment; mental hygiene. *Daily, second period (first term)*—P, C\*.

MR. JOSEY.

(Class enrollment limited to 30.)

## PUBLIC SCHOOL MUSIC

See "North Carolina 'Uniform Curricula' for Elementary Teachers" under *Education*. Courses in music are given in accordance with the requirements of the State Department of Education for professional credit but carry no college credit whatever.

## RELIGIOUS EDUCATION

**S 12. The Use of the Bible in Public Schools.**—A survey of the present situation in Religious Education as related to the public school system, followed by a discussion of various methods of religious instruction, closing with the presentation of practical examples of Biblical material suitable for public school use in instruction and worship. *Daily, fourth period (first term)*—P, C.

MR. CANNON.

(Class enrollment limited to 25.)

## SPANISH

**S 1<sup>a</sup>. Elementary Spanish.**—Pronunciation, grammar, conversation, and reading of easy prose. Text: Hendrix's *Elementary Spanish*. *Daily, first period (first term)*—P, C.

MR. STEINHAUSER.

(Class enrollment limited to 35.)

**S 1<sup>b</sup>. Elementary Spanish.**—Pronunciation, grammar, conversation, and reading of easy prose. Text: Alexis' *First Spanish Course*. *Daily, second period (first term)*—P, C. MR. STEINHAUSER.

(Class enrollment limited to 35.)

**S 1<sup>c</sup>. Elementary Spanish.**—Pronunciation, grammar, conversation, and reading of easy prose. Text: Cherubini's *Curso práctico de Español*. *Daily, fourth period (first term)*—P, C. MR. STEINHAUSER.

(Class enrollment limited to 35.)

**S 2<sup>a</sup>. Second-Year Spanish.**—Thorough review of grammar, with exercises in composition, conversation and dictation. *Daily, second period (second term)*—P, C. MR. LISTER.

**S 2<sup>b</sup>. Second-Year Spanish.**—Reading and translation, with some exercises in composition, conversation and dictation. *Daily, second period (second term)*—P, C. MR. LISTER.

(Class enrollment limited to 35.)

**S 2<sup>c</sup>. Second-Year Spanish.**—Reading and translation. Exercises in conversation and dictation. *Daily, fifth period (second term)*—P, C.

MR. LISTER.

(Class enrollment limited to 35.)

#### WRITING

See "North Carolina 'Uniform Curricula' for Elementary Teachers" under *Education*. Courses in writing are given in accordance with the requirement of the State Department of Education for professional credit but carry no college credit whatever.

## ANNOUNCEMENT OF STUDY GROUP IN FRANCE, SUMMER OF 1928

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The Duke University Summer School offers teachers, and graduate and undergraduate students the opportunity to study French for six weeks at the University of Dijon, in addition to a stay in Paris and a tour of the battlefields and the Chateaux of Touraine.

### INSTRUCTION AND CREDIT

Members will be enrolled in the Duke University Summer School. Those completing the work will receive six semester-hours of professional, graduate, or undergraduate credit in French.

During the six weeks of intensive study of French at Dijon, our contract provides that as far as possible students will be placed in private families rather than in large pensions. This is done to give every opportunity for practice in speaking French and for becoming acquainted with French life. The agreement likewise specifies: "Special summer courses bearing upon the subjects of French pronunciation, phonetics, diction, grammar, and essay writing will be provided for the Group at the University of Dijon. Advanced lectures on French literature and French institutions will also be given during the period of these courses in addition to the above mentioned subjects. The courses are to be conducted by a professor designated by the University of Dijon. Each member will receive careful individual attention so that no misunderstanding or incomplete matter under discussion will remain in the student's mind."

Professor Webb of Duke University will give preliminary review instruction on the steamer, will assist the members to find the proper courses in the University of Dijon, and will aid them in adapting themselves to French methods of instruction. He will test the work at the close and make recommendations for credit at Duke. He will be with the Group during the stay in Paris and during the tour after instruction ends, and will accompany them to the steamer at Havre.

During the stay in Paris, French university lecturers will take the Group on Promenades-Conférences to the art museums and points of interest, and on an excursion to Versailles.

#### ARRANGEMENTS

Arrangements for ocean travel are made with the Cunarc Line. Arrangements for travel, sightseeing, board, and instruction in France are made with the Comité des Voyages d'Etudes en France. The plan adopted has been in successful operation for several years.

#### COSTS AND TERMS

Total cost, from New York back to New York, will be \$625.00, including \$25.00 registration fee paid Duke University, the only charge made by the University.

Passports are not required. Tips and deck-chairs on the steamer are not included. Laundry, baths, and incidental personal expenses on land are not included. The extra items need not come to a considerable figure. All transportation, meals, board, transfer of baggage, instruction, museum and theatre charges are included.

Landing tax and residence taxes charged by the French Government are included in our estimate as of January, 1927. The proposed additional taxes if required will add about \$15.00 to our estimate.

Terms—\$75.00 on enrollment and balance May 1. Those forced to withdraw will receive their money back except a \$10.00 expense charge made by the Comité and expense charge of steamship agency if required.

#### EARLY REGISTRATION DESIRABLE

As numbers are limited and the steamship accommodations at this season in demand, it is important to make reservations early, as near February 15 as possible. In order to secure the rates offered, a minimum of eight is required, and reservations are for a maximum of fifteen. Should the required number not be secured, right is reserved to cancel the trip on due notice.

#### LIABILITY NOT ASSUMED

As steamer-reservations and travel arrangements are made for the convenience of the Group without profit to Duke Uni-



versity, no responsibility is assumed,—but the responsible and authoritative character of the agencies patronized promises faithful performance of these engagements.

### ITINERARY

The group will sail June 11 (night of June 10), on the Cunard S. S. Tuscania, tourist-third accommodations. Returning by the same steamer from Havre, August 19, they are due to arrive at New York August 28;

June 19, arrive in Havre and proceed to Paris;

June 19 to June 29 in Paris, conducted sight-seeing, Promenades-Conférences, attendance on the National Theatre and Opera, excursion to Versailles;

June 29, go to Dijon;

June 30 to August 10, in residence at the University of Dijon. Attendance on the Cours de Vacances;

One week-end excursion to Switzerland (Geneva, and Lausanne), by auto and steamer. One excursion to Avalon;

August 11, leave for Verdun and tour of battlefields—Verdun, Rheims, Chateau-Thierry, August 12, 13;

August 14, in Paris, free;

August 15, 16, trip to Blois and Tours and visit of Chateaux;

August 17, 18, 19, in Paris, free;

August 19, evening, leave for Havre, sailing at night on S. S. Tuscania.

For further information, address,

PROF. A. M. WEBB,  
Duke University Summer School,  
Durham, N. C.

1927 ANNOUNCEMENT OF SEASHORE  
SUMMER SCHOOL, INC.

(AFFILIATED WITH DUKE UNIVERSITY)  
ORIENTAL, N. C.

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INSTRUCTORS

J. HENRI BOURDELAIS,  
(Conservatory of Music, New Bern),  
PUBLIC SCHOOL MUSIC

JOHN WINDER CARR, JR., A.B., A.M.,  
(Duke University),  
EDUCATION

NINA CHRISTIE,  
(Supervisor of Writing, Clarksburg, W. Va.),  
WRITING AND DRAWING

HELEN GILL, A.B.,  
(Teacher Training, Cary High School),  
DEMONSTRATION SCHOOL

CHARLES HUNTER HAMLIN, A.B., A.M.,  
(Atlantic Christian College),  
HISTORY AND EDUCATION

PATTE JORDAN, A.B.,  
(High Point City Schools),  
ELEMENTARY EDUCATION

MARY LATHAM KNIGHT, A.B.,  
(Durham City Schools),  
ELEMENTARY EDUCATION

JESSE LEE PETERSON, A.B., A.M.,  
(Teaching Fellow, Columbia University),  
ENGLISH

LAVINIA BERRY PETERSON,  
ASSISTANT IN ENGLISH AND PHYSICAL EDUCATION

WILEY H. PITTMAN, A.B., A.M.,  
(Superintendent Edgecombe County Schools),  
EDUCATION

CANEY EDWARD BUCKNER, A.B., A.M.,  
(Durham City Schools),  
HISTORY AND SOCIAL SCIENCES

DEAN WARREN RUMBOLD, B.S.,  
(Duke University),  
BIOLOGY

BELLE CURRIN GHOLSON, A.B., A.M.,  
(Durham City Schools),  
ELEMENTARY EDUCATION

#### DIRECTOR

TAYLOR B. ATTMORE,  
Vandemere, North Carolina  
(Superintendent of Pamlico County Schools)

#### CALENDAR

The first term of Summer School will open Friday, June 10, and will close Tuesday, July 19. Thursday, June 9, is registration day, and classes will begin promptly at 8:30 Friday morning. Students will report for registration at the Oriental High School building June 9, between the hours of 10 A.M. and 12 M., and 2 P.M. and 5:30 P.M. Classes will meet five days each week according to schedule. Except June 18 and July 9, every Saturday is a holiday.

The second term will begin July 20, and will close August 27. Every Saturday except two will be a holiday. Registration for the second term should be completed before Wednesday, July 20.

#### ADMISSION

The courses offered are planned primarily for teachers preparing for the Elementary B certificate and for teachers who already hold the Elementary B; but teachers holding the Elementary A certificate who have not had the "Irregular Unit in Biology" are provided for in that course. Teachers who hold the Grammar Grade certificate of Class C or Primary certificate of Class C issued upon experience and recommendation of their superintendents are also eligible to enter the courses offered in English, biology and history. No work is offered for high school teachers or principals, or for grammar-grade and primary teachers holding certificates based upon two years or more of standard

college work. Graduates of standard high schools entering for college freshman work in English, history, or education courses offered for teachers, or in Biology **41X**, **62X**, **73X** will obtain credit toward the A.B. degree in Duke University.

### ROOM AND BOARD

The residents of Oriental have guaranteed summer school students board and room at the special rate of \$6.00 per week. Students will furnish their own bed-linen and towels, and, of course, will be responsible for laundry expenses. For further information, address T. B. Attmore, Director, Vandemere, N. C.

### FEES AND EXPENSES

There is no tuition charge. The registration fee is \$15.00, and there is a library and equipment fee of \$2.50. Expenses per session may be estimated as follows :

Registration .....	\$15.00
Library and equipment .....	2.50
Room and board .....	35.00
	<hr/>
Total, major expenses .....	\$52.50

To this should be added about \$5.00 for books and probably \$5.00 for miscellaneous expenses.

### RESERVATION IN ADVANCE

Students should enroll as promptly as possible. Application for reservation may be made by writing to T. B. Attmore, Director, Vandemere, N. C., indicating courses desired and enclosing \$5.00 in part payment of registration fee.

### DEMONSTRATION SCHOOL

A demonstration school, composed of elementary school pupils, will be conducted for observation and demonstration work. Schedules for this work will be arranged by the instructor and the teacher in charge of demonstration.

### HIGH SCHOOL

The Oriental High School will offer a few standard courses for certain students who are unable to enter the State approved

summer school. Further details may be had by writing the Director. Courses will be offered in high school biology, and probably in high school history, French, and English. Students who desire to enter these courses should apply at once and should consult carefully with their principals concerning credits.

### RECREATION

A recreation program is arranged at least once a week during the term. These programs consist of boat rides, picnics, plays, stunts, fishing excursions, and week-end trips to nearby points of interest. The expense of these programs is borne in part, or entirely, by the summer school.

# COURSES OF INSTRUCTION

## SUMMER SCHOOL UNIT NO. 1

(Required in full of high school graduates without teaching experience who expect to obtain the Elementary B certificate. *This unit is offered the first term only.*)

**Education 11X. Introduction to Teaching.**—An introductory study of the work of our public schools, the business of teaching, etc. This course should serve to orient the student in the fields of education. Frequent observation should be made in the training school to enable the students to study child nature, teacher qualification, and the specific problems involved in each field of work, as the primary, intermediate, and grammar-grade. *Daily*\*. MR. PITTMAN.

**Education 12X. Elementary School Practice.**—An effort is made in this course to acquaint the students with as much general technique as the time given will allow. Based on the elementary course of study, such topics as the following will be treated: selection and organization of subject matter; types of lessons; the recitation; socialized recitation; the project and problem method; lesson plan; teaching children to study, etc. Much use will be made of the training school. MR. CARR.

**English 11X. English Composition.**—This is a course in the fundamentals of English composition, oral and written. It is the first of three units in this work. MR. PETERSON.

**Physical Education 11X. Plays and Games.**—This course is designed to make teachers as efficient as possible on the playground in play and recreation, in the class room in matters of health and sanitation, and in the community. Topics: value of play; games suitable for different ages of childhood; playground apparatus; first aid; health crusades; etc.

MISSES KNIGHT, JORDAN, AND MRS. PETERSON.

## SUMMER SCHOOL UNIT NO. 2

(Required in full of high school graduates who expect the Elementary B certificate. Required also of all teachers who completed Unit No. 1 last summer. This unit is offered both terms.)

**Education 23P. Primary Methods (Reading).**—The psychology of reading; historical development of methods; phonics; suitable reading material; the place of oral and silent reading; recent investigations in reading; diagnostic and remedial steps; minimal essentials.

MISS JORDAN (*first term*).

MRS. GHOLSON (*second term*).

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\* Schedules for all courses will be furnished at the time of registration.

**Education 23G. Methods in Language, Composition and Reading.**—A study of recent experimental investigations in these subjects: the minimal essentials in each grade, in each subject; the respective values of oral and silent reading and of oral and written composition; different methods of teaching; value of projects in organizing and motivating the work. Much use will be made of the State Course of Study. MISS KNIGHT.

**English 22X. English Composition.**—This course continues English 11X above, and includes a thorough review of the fundamentals of English grammar with special attention to sentence structure, syntax, common errors, etc. MR. PETERSON.

**Education 24X. Introductory School Management.**—The primary object of this course is to give the student the fundamental knowledge of what is involved in the conduct of a school. Among the topics treated are the aims of education, personal qualifications of a good teacher, discipline, program making, daily schedule, classification and gradation, school hygiene, supervised study, and school ethics. MR. CARR (*first term*).  
MRS. GHOLSON (*second term*).

**Writing 21X.**—An elementary course in writing intended primarily to develop skill. *Daily, at 12:00 (either term)*.

MISS CHRISTIE (*first term*).  
MISS KNIGHT (*second term*).

### SUMMER SCHOOL UNIT NO. 3

(Required of teachers who have completed Units 1 and 2. Offered both terms.)

**Education 35P. Primary Methods in Language.**—The place of oral and written language; nature study, games, stories, pictures, projects, and other activities as a basis for language work; story telling—principles underlying, choice of material, learning and telling a selected number; dramatization, its educational value, relation to other subjects and place in the primary grades; spelling, kind and quantity, method of teaching, recent investigations of, etc. "All these subjects are unified and regarded as the beginnings of the child's English experiences." MISS JORDAN.

**History 31G. European Background.**—The aim of this course is three-fold: (1) to give the student a grasp of the subject matter for a similarly named course in our elementary schools, (2) to give an interpretative background to our American History and (3) to give to the student an international viewpoint in addition to the more restricted, national one. It will deal with European conditions that led to the colonization of America and gave an impetus to characteristic American institutions.

MR. HAMLIN.

**English 33X. English Composition.**—This is a course in advanced composition, both oral and written, with emphasis upon the power to collect

material and to organize ideas and express them effectively in various forms of discourse. This involves a study of paragraphing, use of words, and fundamental rhetorical principles. MR. PETERSON.

**Geography 31X. Principles of Geography.**—This is a foundation course for the later study of all geography. Since the major geographical factor in determining the distribution of people, what they do, how they live, etc., is climate, much emphasis will be put upon that topic.

MR. HAMLIN (*first term*).

MR. BUCKNER (*second term*).

**Drawing 31X. Fundamentals of Drawing.**—This course aims to give certain skills which would be fundamental in teaching the drawing outlined by the State Course of Study, as well as skills that should help in the teaching of all subjects of the elementary school curriculum.

MISS CHRISTIE (*first term*).

MISS JORDAN (*second term*).

### IRREGULAR UNIT IN BIOLOGY

(Permitted by the State Department to be taken by teachers who have credit for Units 1, 2, and 3., Teachers who desire to complete the requirements for the Elementary A certificate by attending two terms this summer are offered this unit in the first term of summer school and are then advised to take in the second term the remainder of Unit 4 below and History 52X to complete their five units of work.)

**Biology 41X. (General Biology), 62X (Plants), and 73X (Animals).**—This course consists of daily lectures, laboratory work, and quizzes, and covers the work outlined by the State Department as general biology, biology of plants, and biology of animals. Additional laboratory work is required in order to make a complete unit of eight semester-hours. The course has proved to be one of the most popular units offered in the summer school. *Daily, complete schedule. Offered first term only.*

MR. RUMBOLD.

### SUMMER SCHOOL UNIT NO. 4

(Offered both terms.)

**Psychology 41X. Child Study.**—This course considers the development of the child in mental, moral, and social nature. The treatment of these topics will find application in the kind of training and school work which a child needs at different stages of development. Such topics as influence of heredity and environment, meaning of infancy, innate tendencies and capacities, the development of attention, memory, imagination, thinking, perception, etc., will be considered.

MR. PITTMAN.

**History 41X. American History.**—A rapid survey of the colonial and revolutionary periods will be followed by a more intensive study of the early constitutional period.

MR. HAMLIN.



**Physical Education 42P. Physical Education for Primary Grades.**—Psychological basis of play; games suitable for children at the primary stage of mental and physiological development; health habits, in school and out; play and fatigue; etc. MRS. PETERSON.

**Physical Education 42G. Physical Education for Grammar Grades.**—Treatment similar to that in course 42P above, with special reference to grammar grades. The plays, games, etc., will of course be quite different because of a different physiological basis, etc.

MISS KNIGHT (*first term*).

MRS. PETERSON (*second term*).

### MUSIC

No credit courses are offered in music, but the musical-recreation program of the summer school, like those of preceding terms, will be under the direction of Mr. J. Henri Bourdelais. He will also offer a special course in *Class Piano Instruction* for music supervisors, special music teachers, and others. By arrangement with the Seashore Summer School Mr. Bourdelais offers the full course to summer school students for a tuition fee of ten dollars (\$10.00). The course contemplates specialization in the art of class teaching. It covers in its presentation the fundamentals of music as they can be developed in class-teaching.

### SUMMER SCHOOL UNIT NO. 5

(Offered both terms.)

**Physiology 51X. Personal and School Hygiene.**—General, personal, and school hygiene with some instruction in anatomy and physiology. The cause, transmission, and prevention of communicable diseases will be discussed, as will also the more common defects of school children, school-house sanitation, medical inspection, and similar topics.

MR. RUMBOLD (*first term*).

MR. PETERSON (*second term*).

**History 52X. American History (Continued).**—A continuation of History 41X from the beginnings of Jacksonian Democracy to the Civil War and Reconstruction. These two courses and History 31G are intended to serve as a foundation for elementary school work in American history.

MR. HAMLIN.

**Education 55G. Teaching of Grammar-Grade Arithmetic.**—Elementary psychology of arithmetic; place and value of drill; problem solving; diagnosis of difficulties, and remedial measures; methods of teaching; sources of problems; place of arithmetic in the elementary school curriculum. Systematic observation work required.

MR. CARR (*first term*).

MRS. GHOLSON (*second term*).

**Education 56P. Primary Numbers and Projects.**—The psychology of arithmetic; development of the number concept in the primary grades; place of drill; projects in nature study, games, and other activities as a basis for formal number work, etc. MISS KNIGHT.

(Class enrollment limited to 35.)

**Music 51X. Elements of Music.**—A course intended to give the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading and dictation, rote songs, child voice, etc., will be discussed. *Professional credit only, half course.* MR. BOURDELAIS.

### SUMMER SCHOOL UNITS 6-9

(Offered second term only)

**Geography 83X. Types of Industry.**—This course is designed to study specifically the major industries in the United States. The economics of such industries as agriculture, mining, manufacture, transportation, and banking will be especially emphasized. The students may select a specific industry for collateral readings and term papers. MR. HAMLIN.

**History 94X. Citizenship.**—A study of the organization, growth, and practical workings of national, state, and local government in the United States. The course is intended to serve as a background for the work of teachers of citizenship courses in the public schools. MR. BUCKNER.

**Sociology 91X. Social Problems.**—An intensive study of several social problems; crime, pauperism, juvenile delinquency; child labor; feeble-mindedness; charities, race problem; immigration; Americanization. Relation of the school and teacher to these problems. MR. BUCKNER.

1927 ANNOUNCEMENT OF JUNALUSKA  
SUMMER SCHOOL, INC.

(AFFILIATED WITH DUKE UNIVERSITY)

LAKE JUNALUSKA, N. C.

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INSTRUCTORS

BENJAMIN GUY CHILDS, A.B., A.M.,

(Duke University),

DIRECTOR

SOCIOLOGY

HUGO LEANDER BLOMQUIST, B.S., Ph.D.,

(Duke University),

BIOLOGY AND HYGIENE

ROLAND OTTIS EDGERTON, A.B.,

(Superintendent Waynesville Township Schools),

ELEMENTARY EDUCATION

OSCAR ALEXANDER HAMILTON, A.B., A.M.,

(Superintendent Goldsboro City Schools),

EDUCATION

QUINTON HOLTON, A.B.,

(Head of Department of History, Durham High School),

HISTORY

JOHN WALTER McCAIN, JR., A.B., A.M.,

(Teaching Fellow, University of North Carolina),

ENGLISH

CAROLYN McMULLAN, B.S., M.A.,

(Texas State Teachers College),

PRIMARY EDUCATION

HIRAM EARL MYERS, A.B., S.T.B., S.T.M.,

(Duke University),

BIBLICAL LITERATURE

WILLIAM WHITE ROGERS, A.B., A.M., Ph.D.,

(New York University),

PSYCHOLOGY

HELEN HASTINGS SCOTT, A.B., Diplôme de l'Enseignement  
à l'Etranger,

(Duke University),

FRENCH

ROBERT LEMUEL WIGGINS, A.B., M.A., Ph.D.,  
 (Randolph-Macon College),  
 ENGLISH

NORMAN BARNES BUFFALOE, A.B.,  
 (Fellow in Biology, Duke University),  
 ASSISTANT IN BIOLOGY

ISABEL MARTIN, A.B.,  
 (Durham City Schools),  
 DRAWING AND WRITING

ROSA WARREN MYERS,  
 PUBLIC SCHOOL MUSIC

PAULINE SMATHERS, B.S.G., A.B.,  
 (Director Physical Education, Asheville High Schools),  
 PHYSICAL EDUCATION

#### **BUSINESS MANAGER**

ROLAND O. EDGERTON,  
 Waynesville, North Carolina.

#### **CALENDAR**

The Junaluska Summer School, Inc., will open June 10 and will close July 19. Recitations will be held five days in the week, all Mondays except June 13 and July 12 being holidays. Monday, July 4, will be observed as Independence Day.

#### **REGISTRATION**

Thursday, June 9, is registration day for all students. This day, between the hours of 9 A.M. and 5 P.M., will be allowed for students to matriculate, select courses, and make arrangements concerning board and lodging. Regular classes will meet at 8:15 Friday morning and recitation work will begin at once. Students are advised against late entrance since this very seriously affects school work as well as credits that may be obtained.

#### **ADMISSION**

All applicants for admission must have completed a high school course. However, in lieu of this, a teacher's certificate of grade as high as North Carolina State elementary will be accepted from teachers with two or more years of experience.

Certificates of high school graduation and other credentials should be submitted to the Director at the time of registration.

### COURSES OFFERED

Professional courses are offered for the following classes of teachers:

Teachers in elementary schools; teachers of primary grades and of grammar grades; teachers of high school subjects.

For college students and for high school graduates who may wish to begin their college course in the summer instead of waiting until September, instruction will be offered in these subjects: education, English, Biblical literature, biology, French, history, psychology, and sociology. Credit is allowed towards the A.B. degree at Duke University for all of the above-named courses. Professional credit towards the raising or renewal of a North Carolina teacher's certificate will be allowed for the successful completion of courses in drawing, physical education, public school music, and writing.

### ROOM AND BOARD

The hotels and lodging places on the Southern Assembly Grounds at Lake Junaluska have guaranteed summer school students board and room at the special rate of \$10.00 per week, with bed-linen furnished. Students will furnish their own towels. A list of available boarding places and further information relative to board and room may be obtained by addressing R. O. Edgerton, Business Manager, Waynesville, North Carolina.

### FEES AND EXPENSES

Tuition charge for college students other than teachers is \$10.00. Teachers are exempt from tuition. The registration fee, paid by every student, is \$20.00. Expenses may therefore be estimated as follows:

Registration .....	\$20.00
Room and Board .....	60.00
	<hr/>
	\$80.00

To this should be added about \$5.00 for books and probably \$5.00 for miscellaneous expenses, besides the tuition charge for

students other than teachers. A laboratory fee of \$2.50 will be charged to students taking courses in biology.

#### RESERVATION IN ADVANCE

Students should enroll as promptly as possible. Application for reservation may be made by sending the enclosed application blank properly filled to B. G. Childs, Director, Duke University, Durham, N. C. A part payment of \$5.00 on the registration fee should be enclosed with the application; checks should be made to R. O. Edgerton, Business Manager.

# COURSES OF INSTRUCTION\*

## EDUCATION

**S 5<sup>a</sup>. Introduction to Educational Sociology.**—This course deals with the principles of sociology necessary to an understanding of the school as a social institution. It will concern itself with such topics as social forces, social processes, and social problems. Particular emphasis will be placed upon the study of the school as a coördinating and correlating agency in society. The course is identical with Sociology S 5<sup>a</sup>. *Daily, fifth period.*  
MR. CHILDS.

**S 5<sup>d</sup>. Rural Sociology for Teachers.**—This course considers rural sociology from the point of view of rural education. It emphasizes the teacher and the school as factors in the larger social development of the rural community. The course is identical with Sociology S 5<sup>a</sup>. *Credit, 3 semester-hours. Daily, second and third periods.*  
MR. CHILDS.

**S 14<sup>a</sup>. Psychology of Childhood.**—An intensive study of the development of consciousness in the child, with special emphasis upon the periods of development. Attention will be given to the characteristics of children of the elementary school age. Lectures, observations and class discussions. *Daily, first period.*  
MR. ROGERS.

**S 14<sup>b</sup>. Psychology of Adolescence.**—This course will deal with the characteristics of children of junior- and senior-high school age. A study will be made of the varying changes of this transition period, and especially those of most educational significance. The course is intended for high school teachers. *Daily, fourth period.*  
MR. ROGERS.

**S 14<sup>c</sup>. Introduction to Educational Psychology.**—This course attempts a study of original nature, individual differences, the learning process, and mental hygiene, in their relation to the teaching of school subjects. Lectures, class-discussions, and observations. *Daily, second period.*  
MR. ROGERS.

### NORTH CAROLINA "UNIFORM CURRICULA" FOR ELEMENTARY TEACHERS

#### SUMMER SCHOOL UNIT NO. 1

(Required in full of high school graduates without teaching experience who expect to obtain the Elementary B certificate.)

**Education 11X. Introduction to Teaching.**—An introductory study of the work of our public schools, the business of teaching, etc. It should serve to orient the student in the fields of education. Frequent observation will be made in the training school to enable the students to study child

\* All courses carry two semester-hours of college credit unless otherwise indicated.

nature, teacher qualifications, and the specific problems involved in each field of work, as the primary, intermediate, and grammar grade. *Daily, third period.* MR. EDGERTON.

**Education 12X. Elementary School Practice.**—An effort is made in this course to acquaint the student with as much general technique as the time given will allow. Based on the elementary course of study, such topics as the following will be treated: selection and organization of subject matters; types of lessons; the recitation; socialized recitation; the project and problem methods; lesson plans; teaching children to study; etc. *Daily, first period.* MR. HAMILTON.

**English 11X. English Composition.**—This is a course in the fundamentals of English composition, oral and written. It is identical with English S C1<sup>a</sup>. *Daily, fifth period.* MR. MCCAIN.

**Physical Education 11X. Plays and Games.**—This is a general course required of beginning teachers in the elementary schools. It approaches the problem of health education through plays and games, discussing such topics as the value of play, games suitable for different ages of childhood, playground apparatus, first aid, health crusades, etc. *Professional credit only. Daily, second period.* MISS SMATHERS.

#### SUMMER SCHOOL UNIT NO. 2

(Required in full of high school graduates who expect to obtain the Elementary B certificate. Such graduates must obtain both Units 1 and 2 before they are eligible for an elementary teacher's certificate.)

**Education 23P. Primary Methods (Reading).**—The psychology of reading; historical development of methods; phonics; suitable reading material; the place of oral and silent reading; recent investigations in reading; diagnostic and remedial steps; minimal essentials. MISS McMULLAN.

**Education 23G. Methods in Language, Composition and Reading.**—A study of recent experimental investigations in these subjects: the minimal essentials in each grade, in each subject; oral and silent reading and oral and written composition; different methods of teaching; value of projects in organizing and motivating the work. Use will be made of the State Course of Study. *Daily, first period.* MR. EDGERTON.

**English 22X. English Composition.**—This course continues English 11X above, and includes a thorough review of the fundamentals of English grammar with special attention to sentence structure, syntax, common errors, etc. It is identical with S C1<sup>b</sup>. *Daily, second period.* MR. MCCAIN.

**Education 24X. Introductory School Management.**—The primary object of this course is to give the student the fundamental knowledge of what is involved in the conduct of a school. Among the topics treated are the



aims of education, personal qualifications of a good teacher, discipline, program making, daily schedule, classification and gradation, school hygiene, supervised study, and school ethics. *Daily, third period.*

MR. HAMILTON.

**Writing 21X.**—An elementary course in writing intended primarily to develop skill. *Professional credit only, half course. Daily, fourth period.*

MISS MARTIN.

SUMMER SCHOOL UNIT NO. 3

(Required of teachers who have completed Units 1 and 2.)

**Education 35P. Primary Methods in Language.**—Oral and written language; nature study, games, stories, pictures, projects; story telling—principles underlying, choice of material, learning and telling a selected number of primary stories; dramatization, its educational value, relation to other subjects, and place in the primary grades. This course is for teachers of the primary grades. *Daily, third period.*

MISS McMULLAN.

**History 31G. The European Background of American History.**—Identical with History S1<sup>a</sup>. The aim of this course is threefold: (1) to give the student a grasp of the subject matter of the European background course in our elementary schools, (2) to give an interpretative background to our American history, and (3) to give to the student an international point of view in addition to the more restricted national one. *Daily, third period.*

MR. HOLTON.

**English 33X. English Composition.**—This is the most advanced course in English composition required of elementary teachers. Emphasis upon the power of the student to collect material and organize ideas and effectively express them in narration, descriptions, and exposition. Thorough review of paragraphing, use of words, and the application of such rhetorical principles as unity, coherence, etc. The course is identical with English S C<sup>2</sup>. *Daily, second period.*

MR. WIGGINS.

**Geography 31X. Principles of Geography.**—A course based upon the principles of geography and intended to explain how man's industries and his life are determined by his environment. Collateral readings, map study, and term papers. A standard text-book is used. *Daily, fifth period.*

MR. EDGERTON.

**Drawing 31X. Fundamentals of Drawing.**—This course aims to give certain skills which are fundamental in teaching the drawing of the State Course of Study, as well as skills that will prove of help in teaching other subjects of the elementary school curriculum. *Professional credit only, half course. Daily, first period.*

MISS MARTIN.

## SUMMER SCHOOL UNIT NO. 4

(Required of teachers who have completed Units 1, 2, and 3. But see statement under Biology 41X.)

**Biology 41X. General Biology.**—An introductory course intended to give a basis for the study of psychology, physiology, botany, zoology, etc. Since this course is offered only in combination with courses 62X and 73X described below, students are advised to take Physiology 51X described below and postpone this work until the rest of Unit 4 has been completed. The State Department of Education permits the so-called "Irregular Unit in Biology" described below to be taken at any time after Unit 3 but recommends that it be taken after Unit 4 or Unit 5 has been completed. (See "Irregular Unit in Biology.")

MR. BLOMQUIST AND MR. BUFFALO.

**Psychology 41X. Child Study.**—This course considers the development of the child in mental, moral, and social nature. Such topics as influence of heredity and environment, meaning of infancy, innate tendencies and capacities, the development of attention, memory, imagination, thinking, perception, etc., will be considered. *Daily, first period.*

MR. ROGERS.

**History 41X. American History.**—A rapid survey of the colonial and revolutionary periods will be followed by a more intensive study of the early constitutional period. *Daily, second period.*

MR. HOLTON.

**Physical Education 42P. Physical Education for Primary Grades.**—Psychological basis of play; games suitable for children at the primary stage of mental and physiological development; health habits, in school and out; play and fatigue; etc. *Daily, third period.*

MISS SMATHERS.

**Physical Education 42G. Physical Education for Grammar Grades.**—Treatment similar to that in course 42P above, with special reference to grammar grades. The plays, games, etc., will of course be quite different because of a different physiological basis. *Daily, third period.*

MISS SMATHERS.

## IRREGULAR UNIT IN BIOLOGY

(This unit may be taken at any time after the completion of Units 1, 2, and 3 but should be taken immediately after Unit 4 or Unit 5.)

**Biology 41X (General Biology), 62X (Plants), 73X (Animals).**—An introductory course intended to serve as a foundation for the study of psychology, physiology, botany, zoology, etc. The treatment of plants attempts two things: (1) through the study of types to acquaint the student with the morphology and physiology and reproduction in plants, from the one cell to seed plants, (2) through field work to acquaint the student with as much common and local flora as possible. This part of the course is intended to serve as a foundation for the teaching of nature study and elementary science. The treatment of the part of the course dealing with animals is similar in aim and method to the treatment of the

part dealing with plants. Outstanding characteristics of animal life, from the single cell protozoon to the higher mammalian will be studied. *Daily, lecture fourth period; laboratory schedule to be arranged. Credit, 8 semester-hours, constituting a complete unit.*

MR. BLOMQUIST AND MR. BUFFALO.

SUMMER SCHOOL UNIT NO. 5

**Physiology 51X. Personal and School Hygiene.**—General, personal, and school hygiene with some instruction in anatomy and physiology. The cause, transmission, and prevention of communicable diseases will be discussed, as will also the more common defects of school children, school-house sanitation, medical inspection, and similar topics. *Daily, third period.*

MR. BLOMQUIST.

**History 52X. American History (Continued).**—This course continues 41X. It begins with the Jacksonian democracy and includes a study of national expansion, sectional rivalry, railway extension, slavery, political problems, international relations, and the Civil War. Texts, readings, and reports. *Daily, fifth period.*

MR. HOLTON.

**Music 51X. Elements of Music.**—A course intended to give the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading and dictation, rote songs, child voice, etc., will be discussed. *Professional credit only, half course. Daily, first period.*

MRS. MYERS.

**Education 55G. Teaching of Grammar-Grade Arithmetic.**—Elementary psychology of arithmetic; place and value of drill; problem solving; diagnosis of difficulties, and remedial measures; methods of teaching; sources of problems; place of arithmetic in the elementary school curriculum. *Daily, second period.*

MR. HAMILTON.

**Education 56P. Primary Numbers and Projects.**—The psychology of arithmetic; development of the number concept in the primary grades; place of drill; projects in nature study, games, and other activities as a basis for formal number work. *Daily, fourth period.*

MISS McMULLAN.

SUMMER SCHOOL UNITS 6-9—SELECTED COURSES

(Recommended for teachers holding the Elementary A certificate.)

**Biology 51X, 62X, and 73X** as described above.

**English 74G. American Literature.**—Included in English S4\*. This course is intended to give a background for the American literature of the grammar grades. A selection is made from the literature taught in the last three grades of the elementary school, and a careful study is made of this literature and its background. *Daily, fourth period.*

MR. WIGGINS.

**Psychology 82X. Educational Psychology.**—Identical with Education S 14<sup>c</sup>. A study of original nature, individual differences, the learning process, and mental hygiene in their relation to teaching the elementary school subjects. *Daily, second period.* MR. ROGERS.

**Sociology 91X. Social Problems.**—Identical with Education S 5<sup>a</sup>. An intensive study of several social problems: crime, pauperism, juvenile delinquency; child labor; feeble-mindedness; charities; immigration; Americanization. Relation of the school and teachers to these problems. Extensive reading and special reports. *Daily, second period.*

MR. CHILDS.

**English 96G. English Literature.**—This course is included in English S 5<sup>b</sup>. The purpose and method are similar to that of the course in American Literature. It will give a general survey of English Literature, but only types of literary excellence and historic significance can be studied. *Daily, first period.* MR. McCAIN.

### BIBLICAL LITERATURE

**S 1<sup>a</sup>. The Prophets and Their Message.**—This course will trace the prophetic movement in the Old Testament, giving major emphasis to the literary prophets and their problems and messages. *Daily, first period.* MR. MYERS.

**S 1<sup>b</sup>. The Life and Teaching of Jesus.**—The study in this course is based on the Synoptic Gospels. The aim of the course is to discover the permanent elements in the ministry and teaching of Jesus and relate these to the life of today. *Daily, second period.* MR. MYERS.

**S 1<sup>c</sup>. The Beginnings of Christianity.**—Acts and the letters of Paul will be used chiefly in this study. Its aim will be to trace the efforts made to interpret Jesus and His message and from this to gather such help as may be found useful in meeting modern needs. *Daily, third period.* MR. MYERS.

### BIOLOGY

**S 7<sup>a</sup>. Hygiene.**—This course will deal with the problems of community and personal hygiene with especial reference to teachers and schools. Topics to be discussed are: physical defects of school children, school-house sanitation, medical inspection, etc. *Daily, third period.*

MR. BLOMQUIST.

**S 21. General Biology.**—This course consists of daily lectures, laboratory work, and quizzes. It aims to meet the demand for a content course for high school teachers as well as to afford one of the science courses required for college graduation. It is also possible with this course to meet the entrance requirements of medical schools which require but two years of collegiate work for entrance. *Daily, fourth period. Credit, 6 or 8 semester-hours, depending upon amount of laboratory work done.*

MR. BLOMQUIST.

**S 25. Field Botany.**—The aim of this course is to present to the students a first-hand knowledge of plants in their native habitats. The field work will be done in the mountain areas of Western North Carolina and will include the Pisgah Forest and Smoky Mountain sections. The course will consist of practice in the identification of plants in the field and a study of their natural history and associations. Field trips daily, also lectures, readings, reports, etc. *Credit, 4 semester-hours. Hours to be arranged.*  
MR. BLUMQUIST.

### ENGLISH

**S C1<sup>a</sup>. English Composition.**—This is a course in the fundamentals of English composition, oral and written. It is identical with *English 11X* of the "Uniform Curricula." When taken in combination with English **S C1<sup>b</sup>**, it gives full credit for English **C I** of the regular college year at Duke University. Written exercises as in the regular term. *Daily, fifth period.*  
MR. MCCAIN.

**S C1<sup>b</sup>. English Composition.**—This course is identical with *English 22X* of the "Uniform Curricula." It includes a thorough review of the fundamentals of English grammar with special attention to sentence structure, syntax, common errors, etc. Frequent themes. *Daily, second period.*  
MR. MCCAIN.

**S C2<sup>a</sup>. English Composition.**—By means of instruction, frequent conference, and extensive writing of assignments in exposition, narrative, and description this course undertakes to make the student familiar with the qualities of the best prose style. The course includes extensive practice in building a vocabulary. Open only to those who have credit for **S C1<sup>a</sup>** and **S C1<sup>b</sup>**. *Daily, second period.*  
MR. WIGGINS.

**S 4<sup>a</sup>. American Literature.**—The purpose of this course is to give a general survey of American literature. Representative writers with their chief contributions will be studied. The course includes English **74G**. Lectures, parallel readings, class-discussions, and written reports. *Credit 3 semester-hours. Daily, fourth and fifth periods.*  
MR. WIGGINS.

**S 5<sup>b</sup>. English Literature.**—The aim of this course is to study the lives and outstanding contributions of the chief representatives of English Literature. A general survey will be attempted but only types of excellence and significance will be given intensive study. The course includes English **96G**. Lectures, reading, discussions, and reports. *Credit, 3 semester-hours. Daily, first and third periods.*  
MR. MCCAIN.

**S 25<sup>a</sup>. Tennyson.**—This course consists of a study of all the poetry of Tennyson with emphasis upon his longer works. Lectures, class analyses, and frequent written reports on collateral readings. *Daily, first period.*  
MR. WIGGINS.

## FRENCH

**S 2<sup>a</sup>. Second-Year French.**—Reading and translation, alternate exercises in grammar review, verb drill, and writing in French at dictation. Texts: Carnahan, *Alternate Review Grammar*, and Broussard, *Contes Choisis de Daudet*. *Daily, second period.* MISS SCOTT.

**S 2<sup>b</sup>. Second-Year French.**—Reading and translation, with prose composition. Bazin, *Une Tache d'Encre*. *Daily, third period.* MISS SCOTT.

**S 2<sup>c</sup>. Second-Year French.**—Reading and translation. One novel will be required of each student as outside reading. Text for class use: Buffum's *French Short Stories*. *Daily, fourth period.* MISS SCOTT.

## HISTORY

**S 1<sup>a</sup>. European Background of American History.**—This course is designed primarily for grammar-grade teachers of either American history or the European background of American history. *Daily, third period.* MR. HOLTON.

**S 9<sup>a</sup>. American History to 1829.**—A rapid survey of the Colonial and Revolutionary periods will be followed by a more intensive study of the Constitutional period down to the beginning of Jackson's administration in 1829. The course is designed especially to meet the needs of elementary teachers of American History. *Daily, second period.* MR. HOLTON.

**S 9<sup>b</sup>. American History, 1830-1865.**—This course will include a study of national expansion, sectional rivalry, slavery, political parties, international relations, and the Civil War. Text, lectures, readings, and reports. *Daily, fifth period.* MR. HOLTON.

## PSYCHOLOGY

**S 14<sup>a</sup>. Child Psychology.**—This course will attempt to portray the outstanding characteristics of children of the primary and grammar-school ages. It will deal with their bodily growth and development and its sensitiveness to their environment; their characteristic ways of knowing, feeling, and acting; and the best methods and materials for stimulating and guiding the development of such children. It is intended primarily for primary and grammar-grade teachers. Text-book, discussions, and exercises. *Daily, first period.* MR. ROGERS.

**S 14<sup>b</sup>. Psychology of Adolescence.**—This course will attempt to deal with the characteristics of the youth of the high school age. This transition period has many typical changes in knowing and feeling and acting that are of interest and great importance to teachers of high school students. This course is intended primarily for them. Text-book, discussions, and exercises. *Daily, fourth period.* MR. ROGERS.

**S 14<sup>c</sup>. Educational Psychology.**—A study of original nature, individual differences, the learning process, and mental hygiene, with the applications to the teaching of school subjects. Lectures, class-discussions, and exercises. *Daily, second period.* MR. ROGERS.

### SOCIOLOGY

**S 5<sup>a</sup>. Introduction to Educational Sociology.**—This course will concern itself with social principles and problems. It will make an intensive study of such problems as dependency, delinquency, and defectiveness; charities and corrections. *Daily, fifth period.* MR. CHILDS.

**S 5<sup>d</sup>. Rural Sociology.**—This course will attempt a brief study of the rural community and its social phenomena. It will lay emphasis upon such institutions as the rural church, the rural school, and the rural home. Readings, field-trips, observations and reports. *Daily, second and third periods. Credit, 3 semester-hours.* MR. CHILDS.

## GENERAL REGULATIONS

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The academic year is divided into two semesters. The first semester begins September 19; the second, February 1. Commencement is held on Tuesday and Wednesday after the first Sunday in June.

### TIME OF ENTRANCE

Patrons of the University and students who intend to enter the freshman class are reminded that the entrance examinations are held at the opening of the first semester in September and that this is the proper time to enter. If an applicant for admission cannot come early in the year, he should wait, except in very unusual cases, until the opening of the next semester. It is important that all students be present on the first day of the session, and those who are late incur the penalties described above in this catalogue under the topic "Admission to College" and below under the sub-topics "Course-Cards." Students who enter after the beginning of the semester are marked absent in the work done before they enter in the courses to which they are admitted, and these absences are counted as absences from classes.

### MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission or examination. Cards of admission must be presented at the treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the treasurer a certificate of matriculation which serves also as an enrollment card. Students matriculating in either semester at a date later than prescribed in this catalogue shall pay to the treasurer a penalty fee of five dollars for late registration. Students whose course-cards have been approved in the manner provided below in the spring are given an opportunity to matriculate by mail in the summer for the first semester in the fall, thus facilitating the work of opening for both



the University and the students. No student is admitted to any class without a matriculation card. Students who matriculate later than the appointed date are marked absent in the work done in the courses to which they are admitted, and these absences count as other absences from classes.

### RELIGIOUS EXERCISES

Chapel exercises are conducted every week-day except Saturday throughout the academic year at ten-thirty A.M., and all students are required to attend these services. The Saturday chapel period is devoted to conferences with all students by classes under the leadership of the faculty advisers of the several classes. It is expected that every student will attend public services on Sunday in one of the city churches which he or his parents may select.

### NUMBER OF HOURS OF RECITATION WORK

No undergraduate student is allowed to take less than fifteen hours of recitation work a week without special permission of the Faculty.

### COURSE-CARDS

Members of the freshman, sophomore, and junior classes are required to submit to the Council on Instruction at a time appointed by the Council not later than May 1 cards showing their selection of courses for the following year; these cards must be approved by the Council. After having been approved, the cards must be filed with the Dean of the College for permanent record. Students in the freshman, sophomore, and junior classes who do not select their courses for the following year at the time appointed by the Council on Instruction have to pay a fee of five dollars to the treasurer of the University before their course-cards may be approved in the fall. Students whose course-cards have been approved but who, for reasons not arising within the University, desire to make a change in the card approved have to pay to the treasurer a fee of one dollar for each change so made. Elective courses beyond the number required for a degree may be marked "extra." No course may be dropped without permission of the Faculty.

## CLASS-STANDING

A student may not rank as a Senior if he has work back of the junior year or more than one study in the junior class; and a student may not rank as a Junior if he has work back of the sophomore year or more than one study in the sophomore class.

No student who has any work on which he has previously failed is allowed to enter the senior class as a candidate for graduation.

## EXAMINATIONS

Mid-year and final examinations, are held in all subjects in January and May respectively; mid-semester examinations of one hour's length are also held in November and March. The examination records, combined with the records made in class-recitations, constitute the student's final grade.

## REGULATIONS REGARDING MARKS AND CONDITIONS

The following regulations have been adopted by the Faculty:

1. Marks shall be reported so as to indicate one of four things:

(a) *Passed Without Condition.*—A mark of 70 or over shall indicate that a student has passed a course without condition. This group of students shall be graded according to the following system: Those who are adjudged excellent (95 and above), superior (90 to 94 inclusive), medium (80 to 89 inclusive), inferior (70 to 79 inclusive). In the long run, or in normal years, the distribution of grades within these divisions should not vary greatly from the following percentages: excellent 5 per cent., superior 20 per cent., medium 42 per cent., inferior 20 per cent., below 70, 13 per cent. There should be very few grades of more than 95.

(b) *Conditioned.*—A mark of at least 65 and less than 70 shall indicate that a student is conditioned.

(c) *Incomplete.*—A mark of incomplete may be reported by the instructor if for any reason he is unable to report the final grade at the regular time.

(d) *Failed.*—A mark of less than 65 shall indicate that the student has failed entirely in the course and that in order to receive credit for it he shall be obliged to take it again in class.

(e) *Absent from Final Examination.*—The mark "a" shall indicate that the student was absent from a final examination.

2. A student absent from examination and marked "a," if his absence has been excused by the Dean of the College, may receive an examination on the payment of a fee of five dollars to the treasurer of the University, unless the Dean recommends that the fee be remitted. The

Committee on Schedule shall arrange for the examination in cases where absences are incurred and excused, and the grade reported in these cases shall be that earned by the student.

3. Students who are conditioned with a mark of at least 65 and less than 70 may remove the condition by complying with any requirements that satisfy the department concerned by March 15 following, if the condition was incurred in the first semester, or by Monday of the week in which the University opens, if the condition was incurred in the second semester. All students with conditions or with the mark "incomplete" who have not satisfied the requirements of the departments concerned and obtained a passing grade by these dates are regarded as having failed on the course concerned and must repeat it in class in order to receive credit for it. When a condition is removed, the instructor shall report a grade of 70; in the case of a student marked "incomplete," the instructor reports whatever grade the student earns.

4. Not more than six semester courses on each of which an average grade of 70 has been made are allowed to count as credit towards the bachelor of arts degree unless the student has made an average grade of 80 or more on all his work. A student thus deficient will not be allowed to carry in his fourth year more than a normal amount of work.

A student is not allowed to become a candidate for the bachelor's degree on three years of work unless he has made an average grade of 85 during the first two years.

Excuses for absences from examination are handled the same way as excuses for absences from classes.

### CONDUCT OF STUDENTS

The University expects of its students loyal and hearty cooperation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

### EXCLUSION FOR FAILURES

A student is not permitted to remain in the University in the second semester unless he passes without condition as much as six semester-hours of work in the first semester; he is not permitted to re-enter in September if he did not pass without condition at least eighteen semester-hours of work in the previous year.

**DEFICIENCIES IN COMPOSITION**

The following regulations have been adopted by the Faculty :

1. Any Freshman who is found by the Department of English to be unable to handle satisfactorily the work of composition in English 1 is required to take special work until he is able to do satisfactorily the regular work of English 1.

2. No student who has failed in English 1 or C 2 is permitted to become a special student without continuing his work in composition until he has made up his deficiency in this work.

3. Whenever the work of a student in any subject is satisfactory to an instructor except for gross errors in English, the instructor concerned may hand in a provisional grade only, said grade not to count until the student shall have improved his work in composition to the satisfaction of the English Department; a list of such provisional grades, along with evidence of deficiencies, shall be furnished the English Department each term by the officers in charge of the grades, and a report shall be made by this department when the deficiencies shall have been removed.

4. All instructors are requested to warn their students each semester concerning these regulations.

**CANDIDATES FOR ACADEMIC DEGREES**

1. A tentative list of all candidates for the bachelor's degree who have no uncleared conditions charged against them and a tentative provisional list of all candidates for the degree with unsatisfied conditions named shall be prepared under the supervision of the Dean of the College as early in the college year as possible, be read by him to the Faculty at its first regular meeting in October, be furnished in copy to each department of instruction for information and reference, and also posted in copy on the official bulletin board of the University for the information of the students concerned.

2. Second such tentative lists shall be likewise prepared, read, and distributed by April 15.

3. A final list of all candidates for the degree shall be read by the Dean to the Faculty at its first regular meeting in May and adopted by the Faculty as the final list, and after the adoption of this list no name may be added to it.

4. Similar lists of all candidates for the master's degree, with courses counting for credit named, shall be prepared, read to the Faculty, and furnished to all departments concerned by the Dean of the Graduate School on the dates named above.

5. Students who complete during a Summer School the requirements for a degree shall be classified for graduation as of the year following the Summer School in which the work was completed, and their names shall so appear in the catalogue of the University and on the commencement program.

### ABSENCES FROM CLASSES

Regular and punctual attendance on class-work is required of all students. Absences must be explained to the Dean of the College. Any student absenting himself without acceptable excuse from his class-work may be disciplined by the Dean at his discretion.

Daily reports of all absences of students from classes are made by each instructor and filed in the office of the Dean. A permanent record is kept of the attendance of each student and becomes a part of his general college record.

All absences, whether excused or unexcused, shall be made up to the satisfaction of the department concerned. In case a student has been absent from fifteen per cent. of the exercises scheduled to be held in a course, whether the absences are excused or unexcused, he shall be debarred automatically from the final examination in that subject. Eight absences debar a student from examination in a course meeting three hours a week, ten absences in a course meeting four hours a week. A student incurring three unexcused absences in a three-hour course or four in a four-hour course shall be debarred from final examination in the same manner. In such a case he can not secure permission to stand the final examination except by written approval of the instructor concerned and the Dean of the College on blanks provided for that purpose. A student thus debarred from examination must repeat the course in class in order to obtain credit for it. Meetings of a class held before a student matriculates at the beginning of a semester count as absences for the student and are handled on the same basis as other absences.

Each absence incurred just before or after the Thanksgiving, Christmas or Easter holidays shall be counted as two absences, excused or unexcused as the case may be.

### SCHOLARSHIP REGULATIONS FOR ATHLETIC AND OTHER ORGANIZATIONS

The following regulations have been adopted by the Faculty:

1. Any student who receives less than a passing grade on more than six hours of his required work of the preceding term shall be ineligible to represent the University in any athletic contest, concert, or other public event.

2. Students who are candidates for participation in such contests or organizations or who are members of organizations engaging in them are required also to be doing satisfactorily the work of the current term. In order to enforce this requirement the following regulations have been adopted:

(a) No team or organization shall represent the University in a public event until a list of its members has been submitted to the Faculty for approval.

(b) It shall be the duty of the student manager of such team or organization to furnish to the secretary of the Faculty for the use of the Faculty at least four weeks before the first public appearance of the team or organization is scheduled to take place, a written list of all candidates for places on such team or organization.

(c) The names of the candidates for places on any team or organization shall be read to the Faculty at its first regular meeting after the list has been furnished to the secretary, and they shall be recorded in the minutes of the Faculty for that meeting.

(d) If at the time this list is presented to the Faculty or at the next regular meeting of the Faculty thereafter any member of the Faculty shall report that a student who is a candidate for a place on a team or organization is failing in his work, it shall be the duty of the secretary to give the student written notice of this report, specifying the course or courses in which the student is reported as failing; if a student is reported by two or more instructors as failing, he shall be notified that he will not be eligible to represent the University on any team or organization as long as more than one instructor reports him as failing in his academic work.

(e) In case a student manager shall not furnish the secretary of the Faculty with the list of candidates required at the time specified in section (b), the Faculty shall follow the procedure prescribed in sections (c) and (d) when such a list is furnished, and the secretary shall notify any student who is reported by two or more instructors as failing in his work that he will not be eligible to represent the University on any team or organization as long as more than one instructor reports him as failing.

(f) If at any time after this preliminary report is made a student who was then eligible to represent the College on a team or organization shall be reported by two or more instructors at the same meeting of the Faculty as failing in his work, the secretary shall notify him, specifying in the notice the course in which he is reported as failing, that if he has not removed his deficiency at the end of two weeks, he will be debarred from the team or organization and will not again be eligible to represent the University on a team or organization until he has improved his work so that no more than one instructor reports him as failing.

**REGULATIONS GOVERNING ATHLETIC ELIGIBILITY**

The athletic council has adopted the following regulations governing the eligibility of students in participating in athletic contests :

1. Members of teams, except freshman teams, must have been in residence at the University one year and must have met the scholastic requirements of the University.

2. Members of teams must have entered college with fifteen units of high school credit.

3. No student having been a member of any athletic team of his college during any year and having been in attendance less than six months of the academic year shall be permitted to take part in any intercollegiate contest in Duke University thereafter until he shall have been in attendance six calendar months.

4. A student may not represent the University for more than three years on any varsity team.

5. No student shall take part in any intercollegiate contest who accepts or agrees to accept, directly or indirectly, any gift, remuneration, or pay for his athletic services on a team to represent the University.

6. No student who has participated in any form of intercollegiate athletics at another institution of collegiate rank shall participate in the same branch of intercollegiate athletics in Duke University until after the expiration of twelve calendar months from the date of his matriculation here.

7. No student shall be eligible to participate in intercollegiate baseball contests if he has played on any baseball team which is a member of a Class D or higher league operating under the supervision of the National Baseball Commission. Such a student may participate in contests other than baseball one year after his ceasing to be a member of such a professional team and one year after his matriculation here.

No student shall be eligible to participate in intercollegiate athletics until he has satisfied the scholastic requirements printed above in this catalogue under the topic, "General Regulations."

The University abides strictly by the rules governing members of the Southern Intercollegiate Conference where rules concerning eligibility are involved.

**ABSENCES FROM THE CITY**

No student is allowed to leave the city without the permission of the Dean.

### ADMINISTRATION OF DISCIPLINE

General oversight of the conduct of students and the administering of discipline are vested in the Dean of the College. The duty of immediate supervision, guidance, and control of the women students is entrusted to the Dean of Women. However, through the expressed willingness of the students to assume themselves the responsibility of maintaining high standards of morals and honor at all times at the University, the student body has properly become in a great degree self-governing in this respect. Two councils, one of the men and the other of the women, each composed of carefully chosen and duly elected representatives of the student body, exercise the authority granted the students to investigate all cases of misconduct, as well as all other cases not in keeping with proper student standards and traditions, and to make recommendations of penalties based on their findings. Naturally, occasions seldom occur where such recommendations cannot be accepted and enforced.

The student councils have been of great help to the administrative authorities of the University. They do not merely exercise police authority for restraining and punishing evildoers, but exert also decidedly a guiding and stimulating influence for the promotion of high ideals of conduct and student relationships. Under the leadership of the councils, the "honor system" has been established at the University and is rapidly winning its way as entirely in keeping with the high sense of honor and high-mindedness that have always been characteristic of the institution.

### REGULATIONS REGARDING PUBLIC LECTURES AND OTHER PUBLIC OCCASIONS

All public lectures or addresses and other public events of every kind that are given under the auspices of the University or of any organization in any way connected with the University are under the supervision of the Faculty Committee on Public Lectures. All dates and programs must be approved by this committee except in cases where such public occasions been approved by the Faculty:

have been placed under the supervision of a special committee, the activities of the University, the following regulations have and, to prevent conflicts and to facilitate the work of scheduling



(1) The Committee on Public Lectures shall provide each year an official calendar.

(2) No meeting, entertainment, religious service, or athletic contest shall be announced publicly or be entitled to a date at any hour in the day or night unless the occasion has been officially entered in the calendar except in the case of organizations like the Y. M. C. A., the Y. W. C. A., and the literary societies, which have meetings at stated times.

(3) The faculty representative of any organization connected with the University or any member of the Committee on Public Lectures may schedule a public occasion for any date not already taken provided he writes on the calendar under the date he desires the name of the occasion, the hour, and the place of meeting and signs his name under the entry; however, the Committee on Public Lectures shall approve all public events so scheduled and the chairman of this committee shall make known the Committee's approval by signing his name to the calendar-entry under the name of the faculty representative proposing the event before any such public event proposed becomes official, the Committee's approval by signing his name to the calendar shall have exclusive right to the date unless consent of the organization affected is obtained for a change of date or unless the Faculty shall vote to change the date or revoke the right.

(5) The Y. M. C. A. and Y. W. C. A. shall have every Wednesday night, the literary societies shall have every Tuesday night, and other organizations recognized by the Faculty, such as the Historical Society, the Pegram Chemical Club, the Classical Club, the Sigma Upsilon, the Biology Club, Student Volunteer Band, shall have all Monday nights of each month for their meetings and no organization or individuals have a right to take any one of these nights for any public meeting or contest unless the consent of those entitled to the date be obtained or unless the Faculty vote to make a temporary change in the schedule.

(6) These organizations with dates regularly provided have not the right to schedule public meetings for any nights other than these herein mentioned unless no other public meeting is at any time set for the dates they wish, and no one of these organizations with dates already provided has precedence over any other in selecting irregular dates for meeting.

(7) The Faculty representative scheduling any public event shall be responsible for getting due notice to the appropriate University office concerning the place and time of the event so that needed arrangements may be made for it.

### REPORTS

Reports of the attendance records in classes and of the proficiency in studies of all students are sent to parents or guardians after the examinations at the end of each semester.

**MEDICAL CARE**

Every student suffering from illness sufficiently serious to prevent his attending classes is expected to notify the University office promptly and summon the University Physician, Dr. Joseph A. Speed (708 First National Bank Building. Office hours 11 a.m. to 1 p.m., 2:30 to 4 p.m. Telephones F-9941 and F-9942.)

When calling to see students at their rooms, the University Physician is supposed to make one call at the expense of the University for diagnosis and prescription. In case continued medical attention is needed by the student, he makes his own arrangements either with Dr. Speed or with some other physician. Students may also consult Dr. Speed at his office without charge for minor troubles. The University Physician makes a complete physical examination of all students at the beginning of the academic year and advises special treatment when necessary.

The James H. Southgate Memorial Building contains several rooms designed and set apart as an infirmary for the use of resident women students. A graduate nurse who has general oversight of the health of women students resides in this building.

An infirmary located conveniently near the campus is maintained by the University for the use of resident men students whose condition is not sufficiently serious to warrant hospital treatment. No charges for room, board, and nursing are made to students who are confined to the infirmary for a limited length of time. The infirmary is modernly equipped to meet the needs of students who may be patients there and is under the direct supervision of the University Physician. A graduate resident nurse is retained at the infirmary during the entire time that school is in session.

The University also maintains arrangements with the Watts Hospital whereby students whose illness demands larger hospital facilities than those of the infirmary may have the privilege of entering this hospital without charge for room, board and nursing for a limited time.

Watts Hospital is located on an elevation overlooking the city of Durham and is about a ten-minute walk from the cam-

pus. It was built and endowed by the late George W. Watts, a well-known citizen of Durham; the valuation of the hospital property and its endowment amounts to more than a million dollars. The institution is well equipped and is provided with a staff of experienced nurses. The liberal policy of the hospital trustees thus enables Duke University to offer the best facilities for the proper care of all students whose condition needs hospital attention.

A committee representing the faculty has special charge of the visitation of the sick.

## UNIVERSITY ORGANIZATIONS

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### ALUMNI ASSOCIATION

The Alumni Association of Duke University is composed of the male graduates and former students of Trinity College and Duke University. The Association gives its annual dinner on Tuesday of Commencement week at which an address is made by a representative of the class holding its twenty-fifth anniversary reunion; the annual business meeting of the Association is held at this time. In 1927 the alumni address was delivered by Mr. Henry R. Dwire, of Winston-Salem, N. C., of the class of 1902. According to the charter of the University, the alumni are entitled to twelve representatives on the Board of Trustees. At the annual meeting of the Association all vacancies in the alumni representation on the Board are filled, and four representatives to serve on the Athletic Council of the University, and five representatives-at-large to serve on the Alumni Council are elected. The officers of the Association are: president, Don S. Elias, '08, Asheville, N. C.; vice-presidents, John Spencer Bassett, '88, Northampton, Mass., Frank S. Carden, '01, Chattanooga, Tenn., Jules G. Korner, '08, Washington, D. C.; alumni secretary, Richard E. Thigpen, '22, Durham, N. C.

The Association publishes a monthly, *The Alumni Register of Duke University*, in the interest of the University and its former students.

### ALUMNAE ASSOCIATION

The Alumnae Association of Duke University is composed of the women graduates and former students of Trinity College and of Duke University. The Association gives its annual dinner on Tuesday of Commencement week, at which time the annual business meeting is held. The work of the Alumnae Association is conducted on much the same basis and through the same channels as the work of the Alumni Association. The officers of the Association are: president, Miss Eva Hughes Branch, '06, Richmond, Va.; vice-president, Mrs. Nan Goodson Reade, '06, Rockingham, N. C.; secretary-treasurer, Elizabeth Aldridge, '24, Durham, N. C.

### FEDERATED ALUMNI CLUBS

The Federated Alumni Clubs were formed to promote the work of the local alumni associations and the alumni and alumnae associations; and to arrange for the annual Home Coming of alumni and alumnae. A number of county and local alumni associations have been formed in North Carolina and other states. A copy of the constitution and by-laws proposed for such associations will be furnished on application to the Alumni Secretary. This organization holds its annual meeting on Home Coming Day. The officers of the federation are: president John D. Langston, '03, Goldsboro, N. C.; vice-president, John H. Small, '78, Washington, D. C.; treasurer, Don S. Elias, '08, Asheville, N. C.; secretary, Richard E. Thigpen, '22, Durham, N. C.

### ALUMNI COUNCIL

To give definite direction and supervision in the campaign for the erection of the Alumni Memorial Gymnasium, and for other purposes, an Alumni Council was provided for at the June, 1919, meeting of the Alumni Association. Since that time the Council has developed into a working body for the promotion of alumni interests by reason of its size and frequency of meetings. The constitution of the Council sets forth its purpose as being "to advance the interest and influence of Duke University; to bind more closely together the alumni and the University; to encourage class and geographical organization of the alumni; to keep in touch with undergraduate activities; to raise funds from alumni and friends for the conduct of the alumni work, the establishment of loan funds, the publication of *The Alumni Register of Duke University*, and for the maintenance and endowment of the University; to report from time to time to the President and the Board of Trustees of the University any facts and recommendations deemed by the Council worthy of consideration for the best interest of the University; and to act as a medium for making known to the University the ideas of the alumni and to the alumni the wishes of the University."

The membership is made up of Representatives at Large, elected by the Alumni Association at its annual meeting; Class Representatives, elected by reunion classes on the occasion of their fifth anniversary, or a multiple thereof; and representatives

elected by the Federated Alumni Clubs. Representatives at Large are: Sidney S. Alderman, '13, Greensboro, N. C.; James M. Daniel, '08, Goldsboro, N. C.; Charles F. Lambeth, '03, Thomasville, N. C.; Charles H. Livengood, '04, Durham, N. C.; Hersey E. Spence, '07, Durham, N. C. Class Representatives are: W. K. Boyd, '97, Durham, N. C.; Joseph E. Brinn, '11, Sanford, N. C.; Samuel M. Holton, '21, Durham, N. C.; Walter G. Jerome, '07, Winston-Salem, N. C.; James E. Lambeth, '06, Thomasville, N. C.; William A. Lambeth, '01, Washington, D. C.; J. A. Long, '05, Roxboro, N. C.; Henry A. McKinnon, '12, Maxton, N. C.; E. K. McLarty, '95, Charlotte, N. C.; Hiram E. Myers, '15, Durham, N. C.; R. Percy Reade, '00, Durham, N. C.; Byrd I. Satterfield, '22, Roxboro, N. C.; Joseph H. Separk, '96, Gastonia, N. C.; J. Raymond Smith, '17, Mt. Airy, N. C.; Wesley Taylor, '20, New York City; Walter B. West, '10, Hendersonville, N. C.; E. S. Yarbrough, '02, Durham, N. C. Representatives from the Federated Alumni Clubs are: R. Gregg Cherry, '12, Gastonia, N. C.; J. L. Horne, Jr., ex-'09, Rocky Mount, N. C.; Donald S. Elias, '08, Asheville, N. C.; John D. Langston, '03, Goldsboro, N. C.; James F. Shinn, '93, Norwood, N. C.; G. Andrew Warlick, '13, Newton, N. C.

#### ALUMNAE COUNCIL

At the June, 1925, meeting of the Alumnae Association the Alumnae Council was organized to function in a similar manner as the Alumni Council, in the interest of the former women students and of the University. Its purpose and form of organization is very much the same as that of the Alumni Council. The Representatives at Large are: Blanche Barringer, '22, Raleigh, N. C.; Mrs. Lila Markham (W. J.) Brogden, '02, Durham, N. C.; Mrs. Fannie Kilgo (B. T.) Groome, '13, Statesville, N. C.; Mrs. Estelle Flowers (M. T.) Spears, '14, Durham, N. C.; Mrs. Mary Hendren (Z. B.) Vance, '00, Durham, N. C.; Nell Umstead, '08, Durham, N. C.; Mrs. Grace McGranahan (Plato) Monk, '18, Wilson, N. C.; Mrs. Nan Goodson (C. L.) Reade, '06, Rockingham, N. C. Class Representatives are: Ella Mae Beavers, '21, Durham, N. C.; Mrs. Lucille Bullard (Henry) Belk, '16, Goldsboro, N. C.; Elizabeth Maude Moore, '01, Rockingham, N. C.; Mrs. Lou Ola Tuttle (I. C.) Moser, '11, Asheville, N. C.; Annie M. Pegram, '96, Greensboro, N. C.; Mrs.

Carlotta Angier (H. C.) Satterfield, '05, Durham, N. C.; Mary Tapp, '10, Kinston, N. C.; Mrs. Emeth Tuttle (George) Cochran, '06, Lakeland, Florida; Fannie Vann, '15, Clinton, N. C.; Mrs. Mary Blair Maury (Zack) Whitaker, '20, Oak Ridge, N. C.; Lyda Bishop, '22, Durham, N. C.; Mrs. Pattie Knight (R. M.) Cooksey, '23, Thomasville, N. C.; Annie W. Garrard, '25, Durham, N. C.; Ruby Markham, '12, Durham, N. C.; Susie M. Michaels, '07, Durham, N. C.; Dr. Annie T. Smith, '17, Durham, N. C. Representatives from the Federated Alumni Clubs are: Mrs. Mary Johnson (C. H.) Livengood, ex-'04, Durham, N. C.; Mrs. Lucille Gorham (Floyd) Souders, '12, Fayetteville, N. C.; Mrs. Mary Thomas (W. P.) Few, '06, Durham, N. C.; Mrs. Helen McCrary (Banks) Arendell, '21, Raleigh, N. C.; Elizabeth Kramer, '24, Elizabeth City, N. C.; Mary L. Knight, '17, Asheville, N. C.

### COUNCIL ON INSTRUCTION

The Faculty has created a Council on Instruction composed of the heads of the several departments or a member designated by the head of the department, not more than one member from each department. The President of the University is *ex-officio* chairman of the Council, the Dean of the College presiding in his absence. The function of the Council is to consider and make recommendations concerning the curriculum and concerning the educational policies of the College. Together with the Dean, it has jurisdiction over the assignment of students to courses and their release from courses; subject to review by the Faculty, it has jurisdiction over the correlation of the courses offered, the introduction of new courses, and the general character of the courses required in all groups.

### COUNCIL ON GRADUATE INSTRUCTION

The members of the Council on Graduate Instruction are: President Few, Professors Glasson, Baum, Gross, Pearse, Soper and Wannamaker.

### COUNCIL ON THE INSTRUCTION OF WOMEN

Beginning in 1925 the President of the University appointed a Council with the dean of women as chairman to have general

supervision of women in Duke University. The other members of the council in 1928-29 are: Professors Childs, Rankin, Russell, Branscomb, Wilson, Blomquist, Shryock, White, Scott, Vance and Grout.

#### LITERARY SOCIETIES

The Columbian Literary Society was organized in 1846, and the Hesperian Society in 1851. Their record is one of diligence, honor, and creditable achievement in public speaking, the practice of which is encouraged by the awarding of medals for excellence in that art. The societies have an annual intersociety debate. As a means of self-discipline and as a bond of fellowship, these societies serve a valuable purpose in the education of young men. No student is obliged to become a member of either, though the advantages offered are well worth the expense incident to membership in them. In the East Wing of the Washington Duke Building suitable halls are provided for the societies. These halls—one in each end of the building—are modeled after the chambers of Congress in the national capitol. There are galleries and committee-rooms in each hall. The first floor is provided with individual desks.

The young women students of the University in 1926 organized themselves into a body known as the League of Women Voters. This body is a local unit of the American organization of women voters and performs the same functions as have the Athena and Brooks Literary Societies in the past. These societies were merged into the present organization.

#### YOUNG MEN'S CHRISTIAN ASSOCIATION

The Young Men's Christian Association of Trinity College was organized in 1887 as the successor of an unaffiliated association of Christian young men. This association is a member of the State association and sends representatives to its conventions. Delegates are sent each year to the summer conferences, inter-state conventions, and the State Bible and missionary institutes. The association holds meetings every Sunday afternoon in a hall which has been set apart and furnished for its use. It holds also every year a series of special religious services. Bible and missionary study classes and Sunday School teacher-train-



ing courses are conducted under the auspices of the association by professors in the Department of Religion. During the year the association provides for a number of addresses to be delivered by members of the Faculty, pastors of the different churches in the city of Durham and elsewhere, and prominent representatives of different business activities.

The association endeavors to give every assistance to new students during the opening days of the academic year, to be of service at all times to both new and old students, and to organize and conserve the spiritual interests of the student-body. The association publishes annually a handbook containing helpful information for students entering college. A reception to new students is given each year at the beginning of the academic year in September.

#### **YOUNG WOMEN'S CHRISTIAN ASSOCIATION**

The Young Women's Christian Association of Duke University was organized in 1917. The object of this association of young women is similar to that of the Young Men's Christian Association. Meetings are held every Wednesday at the Southgate Memorial Building. Classes are conducted in Bible study, missions, and Sunday School teacher-training jointly with the Y. M. C. A.

#### **STUDENT VOLUNTEER BAND**

An active branch of the Student Volunteer Movement of North America exists at Duke University, organized as the Student Volunteer Band. This organization is composed of students who have volunteered for some form of foreign missionary service. The members of the band meet every week for devotional and business sessions and conduct extension work among the churches of the city and surrounding territory. Delegations are sent regularly to the state and national conventions of the Student Volunteer Movement. College credits are given for courses in Missions. Offerings are made for the support of Duke University students in the foreign fields.

#### **COUNCIL ON RELIGIOUS INTERESTS**

The officers of the student religious organizations—The Young Men's Christian Association, The Young Women's Chris-

tian Association, Ministerial Club, Volunteer Band, and the organized Bible classes—together with the Faculty advisers to these organizations, constitute an *ex-officio* council on religious interests. This council correlates the various religious interests of the students.

#### THE MINISTERIAL CLUB

The Ministerial Club is an organization of young men who expect to enter the ministry. The club meets on Friday evening of each week.

#### HISTORICAL SOCIETY

The Trinity College Historical Society was organized April 4, 1892. Its purpose is to stimulate an interest in the history of North Carolina by the preparation of papers relative thereto and to collect and preserve historical documents, books, papers, pamphlets, and other material. In the library building, which is itself fireproof, a modern fireproof vault is provided for the storage of the more valuable documents of the society. This gives the best facilities for preserving such rare and important documents as are often entrusted to the chance of loss in private homes. In the same building there is a room set apart as an historical museum, where records and relics of interest are exhibited. This society, therefore, urges those who have books, documents, or relics of historical interest to place them in its keeping either as gifts or as loans. The books and pamphlets collected by the society number 3,162, and the manuscripts more than 5,000. These are classified and catalogued for the use of investigators, subject to the rules of the authorities having them in charge. The society has established two publications, one consisting of papers read at its meetings, the other of books relating to North Carolina.

#### THE CROWELL SCIENTIFIC SOCIETY

On April 28, 1921, in Craven Memorial Hall was held a meeting of the various scientific departments of Trinity College, visiting scientists from various educational institutions of the State, and a large audience of students and citizens of Durham to inaugurate the Crowell Scientific Society. This society is a union of all departmental scientific clubs of the University and was evolved from the Scientific Club organized at Trinity College in 1892 in

the early days of the administration of President John Franklin Crowell in whose honor the society is named. The purpose of the society is to promote study and research within the University by coördinating the various departmental efforts, by bringing to the University from time to time lecturers of importance and by issuing publications.

#### PHYSICS CLUB

The Physics Club is an organization of teachers and students in Duke University interested in the development of interest in the study of physics. The latest developments are discussed, and current scientific literature is studied. Inspection trips are organized to nearby points of interest. The activities of the club serve to supplement the regular class work and to broaden the student's grasp of the subject. From time to time distinguished physicists are invited to lecture under the auspices of the club.

#### BIOLOGICAL CLUB

The Biological Club is an old organization of the University which consists of the Faculty of the Biology Department and men students who are interested in the biological sciences. The aim of the club is two-fold: (1) It gives its members opportunity to discuss freely important subjects of biological interest, stimulating interest in various phases of biology some of which are not dwelt upon or are merely mentioned in the class room. (2) It gives students training in the handling of literature and the preparation and presentation of papers. At least two papers are presented during the year by each member. In addition, noted men in the field of biology appear on the program from time to time.

#### THE CHEMIST'S CLUB

The Chemist's Club is an organization of teachers and advanced students in the Department of Chemistry and of other persons in the vicinity of the University who are engaged in a business that makes use of chemical processes. It holds its meeting on the second and fourth Friday nights in each month of the academic year. Papers dealing with topics relating to chemistry are read and discussed. Occasional speakers from outside are heard.

### NATURAL HISTORY CLUB

The Natural History Club is composed of young women who are specializing in Science, and especially those majoring in Biology. The group meets every other week for presentation of papers and discussions of the modern movements of Biology.

### IOTA GAMMA PI

This is an honorary fraternity for the furtherance of the scientific interests of the University. Its members are selected on the basis of their scholarship and scientific attainments as manifested by their work in the science departments.

The society fosters the development of a scientific spirit at the University by lending active encouragement to research and by affording opportunity for the exchange of ideas. The meetings take the form of round table discussions on matters of general scientific interest.

The fraternity is directed by the student members and was formed by them as a result of their desire for an honorary organization, membership in which would be regarded as a reward for distinctive contributions to the scientific interests and life of the University.

### DEBATE COUNCILS

The Debate Council supervises and systematizes the work of debating in the University. The council has control of the arrangements for all public debates. Its organization and powers are set forth in the following paper, which was adopted by the Faculty and by the Columbian and Hesperian literary societies:

1. This council shall consist of three members of the Faculty and two representatives of each of the literary societies, and shall meet at such stated times as the council may agree upon.
2. The council shall do all in its power to encourage intercollegiate debating and shall arrange such debates with other institutions as will be for the best interests of the College. It shall have the power to arrange all terms with institutions, to determine the questions for debate, to select judges, and to supervise the preliminary contests.
3. In the inter-society debates the council shall approve the question, the date, and the judges.
4. For the general improvement of debating, the council shall endeavor to increase the material in the library available for debating and shall suggest subjects and arrange material for the weekly debates in the societies.

5. The council shall arrange for such class-debates as may seem expedient.

The young women of the University in organizing a debate council adopted that part of the constitution governing the regulation of the Inter-Society debates which is in force for the Debate Council of the Columbian and Hesperian Literary Societies, the only exception being that the Dean of Women is an *ex-officio* member of this council.

Inter-collegiate debating for women was successfully inaugurated in the spring of 1927 when in a dual debate with the young women representatives of William and Mary College both teams representing Duke University secured the unanimous decision of the judges.

#### MUSICAL CLUB

The Trinity Musical Club, including a glee club, a mandolin club, an orchestra, and a band, was established to promote the musical interests among the students of the University. The work of the club, suspended temporarily in the War, was revived and enlarged in the year 1919-20 with the coöperation of a number of interested students and several members of the Faculty. The organization is now under the supervision of a committee of the faculty. The eligibility requirements for students participating in public programs is the same as for those representing the University on athletic teams.

#### DECLAMATION CONTEST

An annual declamation contest, instituted for the purpose of encouraging public speaking in high schools, is held under the auspices of the 9019, which gives each year a medal to the participant adjudged to have delivered the best declamation.

#### THE FORTNIGHTLY CLUB OF THE SIGMA UPSILON LITERARY FRATERNITY

The Fortnightly Club is composed of men of the junior and senior classes who have previously manifested some literary ability and taste and who are especially interested in literature. Such students, with the members elected from the Faculty, find in this club an opportunity and stimulus to give careful written

expression to their thoughts and in the regular meeting a congenial audience for their productions. Original work is heartily encouraged, and the study of influential writers, both ancient and modern, is emphasized. The social end of each meeting is especially pleasant. The club meets the first and third Friday nights of each month.

#### THE CLASSICAL CLUB

The Classical Club affords an opportunity to men who are interested in the life and civilization of the ancient Greeks and Romans to come together and discuss freely and without restraint such literary, linguistic, historical, and archæological questions as their individual tastes and studies suggest. The club was organized for the purpose of broadening and deepening the interest of students in the classical languages and literatures. The membership is limited to those students who have special interest in Latin or Greek and includes the members of the Faculty in these departments. The meetings are held on the second and fourth Monday nights of each month.

#### THE AMERICAN SCHOOL OF CLASSICAL STUDIES AT ATHENS

Duke University is one of the group of American institutions that join in the management and support of the American School of Classical Studies in Athens, Greece. Duke graduates may attend the School without charge for tuition and are eligible to compete for the fellowships that are offered annually. The School has had for years an admirably planned and commodious building in Athens containing an excellent library of about 10,000 carefully chosen volumes; and now by a stroke of good fortune it has come into possession of a priceless collection of books, about 50,000 in number, the recent gift of Dr. Johannes Gennadius, Greek diplomat and statesman. This library was gathered by Dr. Gennadius and his father through two generations with the utmost zeal and scholarly discrimination, and constitutes the most complete extant collection of literature on Greece as a whole. To provide an adequate home for it the Carnegie Corporation erected a splendid marble edifice in a commanding position on the slope of Mt. Lycabettus in Athens and gave it to the

American School. By virtue of possessing this, the finest library in the world in the field of Greek studies, the School at once leaps into the front rank of learned bodies in Europe.

The School is an extension of the Greek department and of other departments of the University, a place where exceptional opportunities are offered to both men and women for advanced and independent study in several fields such as the classical literatures, ancient and medieval history, church history, Greek and Roman art and architecture, and ancient religion and folklore. The School also conducts excursions to places of historic, artistic, and archæological interest in Greece and coöperates with the Archæological Institute of America in the exploration and excavation of classic sites.

Two fellowships in Greek Archæology and one in the Language, Literature, and History of Ancient Greece with a stipend of \$1000 each are awarded annually, mainly on the basis of examinations which are held in the latter part of March. Candidates for these fellowships must make written application, not later than January 1, to the Chairman of the Committee on Fellowships, Professor Samuel E. Bassett, University of Vermont, Burlington, Vermont. There is also a fellowship in Architecture with a stipend of \$1500, concerning which information may be obtained from Professor Edward Capps, Chairman of the Managing Committee, Princeton University, Princeton, N. J.

### TAURIAN PLAYERS

The Taurian Players is an organization among the students of Duke University which has as its purpose the promotion of dramatics at Duke University and the presentation of at least one play each year. Any student in Duke University is eligible for membership in the club upon the acceptance of his formal application by the executive committee. The club is a coöperative organization, and the membership is equally divided between the men and women students. Meetings are held once a month at a time fixed at the first meeting of the year. The annual spring play is open to the entire student body both for the cast and the committee work.

**THETA ALPHA PHI**

Theta Alpha Phi is a national dramatic fraternity which has as its purpose the promotion of interest in dramatic work. The North Carolina Alpha chapter was established at Duke on January 6th, 1925, being the fifth chapter to come to the South. Only students who have done at least two years of dramatic work are eligible.

**ATHLETIC COUNCIL**

The Board of Trustees, at its regular annual meeting in June, 1907, created an athletic council to be composed of eleven members appointed annually: three from the Faculty, to be appointed by the President of the University; four from the alumni resident in the city of Durham, elected by the Alumni Association; and four from the undergraduates, one from each of the four classes, elected by the members of each class.

This council has control of all University athletics, and its aim is to promote a healthy athletic spirit, to protect all contests from unworthy practices, to encourage good fellowship in such sports, and to cultivate among students a high sense of honor, earnest effort, and manly conduct.

The council appoints the graduate manager, the managers of all athletic teams, and an executive committee, which acts as an auditing committee.

The members of the council for the year 1927-28 are: Professors R. L. Flowers, W. H. Wannamaker, and R. N. Wilson from the Faculty; M. Arnold Briggs, '09, Robert M. Gantt, '09, Henry G. Hedrick, '11, and R. E. Thigpen, '22, from the alumni.

The officers of the council are: president, Henry G. Hedrick; vice-president, R. M. Gantt; corresponding secretary, James De Hart. The members of the executive committee are: Henry G. Hedrick, Robert M. Gantt and W. H. Wannamaker.

The council has adopted the following regulations governing the eligibility of students in participating in athletic contests:

1. Members of teams, except freshman teams, must have been in residence at the University one year and must have met the scholastic requirements of the University.
2. Members of teams must have entered college with fifteen units of high school credit.
3. No student having been a member of any athletic team of his college during any year and having been in attendance less than six months



of the academic year shall be permitted to take part in any intercollegiate contest in Duke University thereafter until he shall have been in attendance six calendar months.

4. A student may not represent the University for more than three years on any varsity team.

5. No student shall take part in any intercollegiate contest who accepts or agrees to accept, directly or indirectly, any gift, remuneration, or pay for his athletic services on a team to represent the University.

6. No student who has participated in any form of intercollegiate athletics at another institution of collegiate rank shall participate in the same branch of intercollegiate athletics in Duke University until after the expiration of twelve calendar months from the date of his matriculation here.

7. No student shall be eligible to participate in intercollegiate baseball contests if he has played on any baseball team which is a member of a Class D or higher league operating under the supervision of the National Baseball Commission. Such a student may participate in contests other than baseball one year after his ceasing to be a member of such a professional team and one year after his matriculation here.

8. No student shall be eligible to participate in intercollegiate athletics until he has satisfied the scholastic requirements printed above in this catalogue under the topic, "General Regulations."

#### PUBLICATION COUNCIL

The student publications of the University are under the supervision of the Publication Council, which was authorized by the Trustees at the mid-year meeting in 1926-27. It is composed of members of the Faculty appointed by the President, two alumni elected by the Alumni Council, representatives of the student body and of the different publications. A publication fee of \$5.50 was authorized by the Trustees to be collected from each undergraduate, \$2.50 payable at the beginning of the fall semester and \$3.00 at the beginning of the spring semester.

1. No student publication shall be started at the University without the approval of the Council.

2. It shall be the function of the Council to promote coöperation among managers of the publications in soliciting advertisements, especially in Durham and vicinity.

3. All rates of subscriptions and of advertisements shall be fixed with the approval of the Council.

4. The Council shall prescribe regulations for the government of managers of the publications, so that a proper record may be kept of their transactions, and for the guidance of editors, so that the publications may be conducted on the high plane desired by all right-thinking students.

### WOMEN'S STUDENT GOVERNMENT ASSOCIATION

Every woman matriculating in Duke University automatically becomes a member of the Women's Student Government Association and becomes subject to the rules and regulations of the association. Attendance upon all meetings is compulsory. Fines of fifty cents are imposed for non-attendance at such meetings. The regular association dues are one dollar and seventy-five cents.

### GREEK LETTER ORGANIZATIONS

The following Greek-letter fraternities have chapters at Duke University: Alpha Tau Omega, Pi Kappa Alpha, Kappa Sigma, Kappa Alpha, Sigma Phi Epsilon, Sigma Chi, Pi Kappa Phi, Delta Sigma Phi, Chi Tau, Phi Delta Theta, Lambda Chi Alpha.

The Alpha Delta Pi, Kappa Delta, Zeta Tau Alpha and Kappa Alpha Theta sororities also have chapters.

By action of the Board of Trustees, no fraternity is allowed to initiate any member of the freshman class before February 1 of each year.

Inter-fraternity relationships and student control of fraternities at the University are handled by the Pan-Hellenic Council. It is composed of one representative of each fraternity chapter and has as its chairman and adviser a member of the Faculty chosen by the Council. By order of the Council, which strictly enforces all its regulations, no student may be invited to join a fraternity until he has passed at least four courses in the semester preceding the official time for the issuing of invitations.

Sorority affairs are governed by a similar council of the sororities represented at the University.

By action of the Faculty in 1919, Freshmen must henceforth pass at least four courses of study at the mid-year or the final examination to become eligible to initiation into a Greek-letter fraternity at Duke University.

### 9019

The 9019 is an honor-society for the promotion of scholarship and the fostering of a true interest in the welfare of the University. Its members are initiated from the upper classes only. The society is the founder of *The South Atlantic Quar-*

*terly* and has under its auspices the annual civic celebration on Washington's Birthday and the annual declamation contest for high-school pupils.

#### **EKO-L**

The Eko-L is a scholarship organization to which only young women students are eligible. The object is to promote scholarship among the students and to advance the interests of the University. A prize of ten dollars in gold is offered each year for the best short story submitted by a young woman student of a North Carolina high school.

#### **THE TOMBS**

The Tombs is a student organization with the primary purpose of promoting interest in athletics in Duke University. Membership is restricted to students of the junior and senior classes.

#### **THE RED FRIARS**

The order of the Red Friars is an honor society of the senior class founded in 1913. Membership is limited to a small number of men who have manifested qualities of leadership by meritorious service as undergraduates. Since 1923 the order has conducted an annual tap day for the designation of newly elected members.

#### **TAU KAPPA ALPHA**

The Tau Kappa Alpha is a national debater's fraternity which has for its purpose the promotion of intercollegiate forensic contests. Any student who has taken part in one or more intercollegiate contests is eligible for membership in the local chapter. The chapter gives medals to men who represent the University in intercollegiate debates. These medals are awarded to students who have taken part in as many as two contests in at least one of which Duke has been successful.

#### **PHI BETA KAPPA**

The Beta of North Carolina chapter of Phi Beta Kappa was organized at Trinity College on March 29, 1920. The Senate of the United Chapters of Phi Beta Kappa had previously approved the application on behalf of Trinity College for a charter at its meeting in the spring of 1919, and the National Council of the society granted the charter without a dissenting

vote at the triennial session held at Cambridge, Massachusetts, in September, 1919. Professor Paul Shorey of the University of Chicago, one of the Senators of Phi Beta Kappa, represented the United Chapters in the conduct of the installation ceremonies. The Duke University society is the ninetieth on the chapter roll of Phi Beta Kappa.

#### **PHI SIGMA SOCIETY**

Phi Sigma Society is a national Biological Fraternity, the members of which consist of the members of the Faculty of the Biology Department and advanced students who are majoring in Biology. It is an organization for the advancement of science and to stimulate interest in Biological research. The chapter meets on the first Monday night of each month of the academic year. These meetings allow for general discussions on the various phases of work engaged in by the members of the chapter. Papers on research problems are presented by the members, and noted Biologists are also invited to lecture under the auspices of the society.

#### **KAPPA DELTA PI**

The Alpha Tau chapter of Kappa Delta Pi was installed at Duke University on May 28, 1927. Dean Thomas C. McCracken of the School of Education of Ohio University, national president of the fraternity, conducted the installation ceremonies. Membership is by election and is limited to juniors, seniors, and graduate students who are preparing for the teaching profession. The object of the fraternity is to promote scholarship and a professional spirit among this group.

#### **THE BRAXTON CRAVEN EDUCATION ASSOCIATION**

The Braxton Craven Education Association, organized in the Autumn of 1925, consists of students who are interested in public education. The association meets monthly for the study of current educational problems. From time to time the association brings to the University leading educators of the state and section to discuss current problems in the field of public education. The association bears the name of Braxton Craven, the first president of Normal College and of Trinity College, in honor of President Craven's contribution to public education in North Carolina.

# UNIVERSITY LECTURES AND PUBLICATIONS

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## THE AVERA BIBLE LECTURES

At intervals of two years a series of lectures is given under the auspices of the Avera Department of Biblical Literature. This series of lectures was established in 1897. These lectures have been delivered as follows :

- Bishop William Wallace Duncan, Spartanburg, S. C.
- Bishop Warren A. Candler, Atlanta, Ga.
- Chancellor James H. Kirkland, Nashville, Tenn.
- Bishop Alpheus W. Wilson, Baltimore, Md.
- Dean Wilbur F. Tillet, Nashville, Tenn.
- Bishop Charles B. Galloway, Jackson, Miss.
- Reverend Franklin N. Parker, D.D., Alexandria, La.
- President Thornton Whaling, Columbia, S. C.
- Bishop Eugene R. Hendrix, Kansas City, Mo.
- Reverend G. Campbell Morgan, D.D., London, Eng.
- Professor David Gordon Lyon, S.T.D., Cambridge, Mass.

## JOHN MCTYEIRE FLOWERS LECTURES

The inaugural lectures of the John McTyeire Flowers foundation, established by Mr. B. N. Duke, as a memorial to John McTyeire Flowers, a young alumnus of Trinity College who died in the Far East, were given in 1921 by Dr. Paul S. Reinsch, of Washington, D. C., formerly United States Minister to China, on several subjects pertaining to the relations of America and the Far East. The second course of lectures in the series was given by Dr. William W. Keen of Philadelphia in 1923 on subjects related to scientific research and medicine. The third lecturer was Professor James T. Shotwell of Columbia University.

## FACULTY LECTURES

Occasional lectures are given each year by members of the Faculty or by visitors. These lectures are under the supervision of the faculty committee on public lectures.

### ADDRESS ON BENEFACTOR'S DAY

By the action of the Board of Trustees October 3 is set apart as a part-holiday. Public exercises are held, and a list of all the donations during the preceding year is announced. An address is delivered by some invited speaker. The object of the exercises is to cultivate the spirit of benevolence and to give recognition to the generosity of all who have made contributions to the University.

### CIVIC CELEBRATION

A civic celebration is held each year on February 22. It is intended that this occasion shall be of service in cultivating a better citizenship and more patriotic ideals of government.

### SOUTH ATLANTIC QUARTERLY

*The South Atlantic Quarterly* is published at Duke University. It has no official connection with the University, but the movement which led to its establishment originated with graduates of Trinity College, and much of its support has come from Trinity professors. It was established by the 9019, a patriotic society of Trinity College, but is now owned by an incorporated company. The first number was issued in January, 1902. It is edited by Professors William K. Boyd and William H. Wannamaker.

### HISTORICAL SOCIETY PUBLICATIONS

The Trinity College Historical Society has established two publications.

*The Annual Publication of Historical Papers* contains papers read by members and documents of an interesting and instructive nature. Fourteen have been issued.

*The John Lawson Monographs* is the title of a publication established as a means of making known a series of books relating to the history of North Carolina. Volume I, issued in September, 1910, is *The Autobiography of Dr. Brantley York*; Volume II, *The Memoirs of Governor W. W. Holden*, was published in 1911; Volume III, *The Reminiscences of Gen. W. R. Boggs*, was published in 1913.

**DUKE UNIVERSITY PRESS**

In 1925 the Trustees of Duke University authorized the organization of Duke University Press to be under the management of a board to be selected by the President of the University from the officers and faculty of the University. It is the policy of the Press to publish works of learning and erudition of interest to scholars in the several fields in which work is done at the University. A number of volumes have already been published. Duke University Press also publishes the *Hispanic American Historical Review*. It publishes for the South Atlantic Publishing Company the *South Atlantic Quarterly* and for the Trinity College Historical Society its several publications.

**THE ARCHIVE**

*The Archive* is a literary magazine, published monthly by the senior class. It is a medium for the publication of papers prepared by the students of the University. The magazine strives to give expression to the higher life and thoughts of the students. The editor-in-chief and the business manager are elected by the senior class. The other members of the editorial staff are appointed by the editor-in-chief.

**THE ALUMNI REGISTER OF DUKE UNIVERSITY**

*The Alumni Register of Duke University* is a monthly magazine published by the Alumni Association in the interest of the alumni and the University. It aims to keep the alumni in touch with one another and with the University. The editorial staff is composed of Richard E. Thigpen, '22, editor and business manager; Holland Holton, '07, Hersey E. Spence, '07, Jule B. Warren, '08, Sidney S. Alderman, '13, Louis I. Jaffe, '11, associate editors; and a Board of Managers consisting of William K. Boyd, '97, M. Arnold Briggs, '09, Willis Smith, '10 and Richard Thigpen, '22.

**THE CHRONICLE**

*The Chronicle* is a college newspaper published every Wednesday during the scholastic year by the Columbian and Hesperian literary societies. It was founded in December, 1905.

**THE CHANTICLEER**

*The Chanticleer* is the student annual, which preserves a record of the year's college life in all phases by means of pictures, poems, and sketches.

**DUKE UNIVERSITY NEWS SERVICE**

The Duke University News Service is the official publicity bureau of the University for the purpose of sending out news to the press. The service is under the direction of the Alumni Office and is served by Albert Alexander Wilkinson, '27.



## SCHOLARSHIPS AND OTHER SOURCES OF AID

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### SABBATICAL LEAVE

Beginning with the year 1923-24, the University adopted a policy of granting Sabbatical leave of absence to members of the Faculty on the following conditions:

1. The President and all members of the Faculty of the rank of professor or assistant professor after six years of continuous service are potentially eligible for a leave of absence for one year at half salary or a half year at full salary.

2. The Sabbatical privilege is awarded according to seniority of service as established in the roster of instruction as published in the annual catalogue. Each year a certain number of the potentially eligible are declared practically eligible.

3. In case one who is practically eligible for Sabbatical leave does not desire to accept the privilege that year, he may exchange with one who is not practically eligible provided the exchange be offered in the order of seniority of service to those who are potentially eligible. If he is unable to arrange such an exchange he shall forfeit his privilege until another six years shall have elapsed.

4. Every participant in the Sabbatical privilege must spend his time in pursuits advantageous to his career as a teacher or investigator and must on his return to the University file a written statement of his activities during the period of the leave.

5. The administration of the Sabbatical is in charge of the standing committee on instruction.

### ENCOURAGEMENT OF RESEARCH

The University awards annually stipends not exceeding five hundred dollars each to encourage research by members of its Faculty. The administration of these awards is supervised by a standing committee of three members of the Faculty appointed annually by the President of the University with the President himself as a fourth member *ex-officio*. The stipends may be expended for the employment of research assistants or for the purchase of books, apparatus, and materials, or for other similar purposes.

Applications for these stipends must be in the hands of the Chairman of the Committee on Research by April 1 of the year previous to the academic year in which the stipend is desired. The decision of the committee is announced by the President of the University at the first regular meeting of the Faculty in May. A member of the Faculty to whom such a stipend is awarded, within the next twelve months thereafter is required to present to the Chairman of the Committee on Research a written report of the progress of his investigations.

#### UNDERGRADUATE SCHOLARSHIPS

Ten scholarships paying tuition are offered to undergraduates. Five are held by members of the sophomore class and five by members of the junior class. Sophomore scholarships are awarded at the end of the freshman year and junior scholarships at the end of the sophomore year. They are awarded on the basis of the applicant's character and promise as indicated by his work in college.

The University reserves the right to withdraw a scholarship at any time from a student who does not make worthy use of it.

#### ANGIER B. DUKE MEMORIAL SCHOLARSHIPS

The Angier B. Duke Memorial, Incorporated, awards four scholarships with an annual value of \$250 each to undergraduate students in Duke University. These scholarships are awarded as follows: one on the basis of merit and necessity to an accredited high-school graduate entering the freshman class of Duke University; and one each to a member of the sophomore, junior and senior classes on the basis of merit, necessity and worthy individual contributions to university life. The Angier B. Duke Memorial also administers through an advisory committee of the officers of the University a loan fund for undergraduate students.

#### CONFERENCE LOAN FUNDS

The North Carolina Conference Loan Fund and the Western North Carolina Conference Loan Fund are lent to deserving students in accordance with the following regulations:

The loan funds shall be kept by the treasurer as separate and distinct funds from all other endowments and holdings of the University and shall be used for no other purpose than to aid worthy students of the University.

1. No loan shall be made to a student who violates any of the regulations of the University or whose classwork is not satisfactory to the Faculty.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged for not later than one week after the beginning of a semester.

3. Every applicant for a loan must present with the application such security as the President of the University may approve, and no money shall be advanced before a note with approved security is in the hands of the treasurer of the University.

4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition, matriculation, and room-rent.

5. Interest at the rate of six per cent. annually shall be charged for all loans of money, and the interest must be paid annually.

#### **SPECIAL SCHOLARSHIPS**

The J. A. Odell, J. M. Odell, George W. Watts, Herbert J. Bass, C. W. Toms, Arthur Ellis Flowers, Heath, Weatherby, Banks-Bradshaw, McMullan, Elisha Cole, E. M. Cole, John T. Ring, A. D. Betts, John W. Neal, Jr., Moore, Buchan, Parrish, and Mary Newby Toms scholarships are open to undergraduate students.

#### **SONS AND DAUGHTERS OF MINISTERS**

The sons and daughters of ministers are exempt from paying tuition; they are required to pay all other college fees.

#### **CANDIDATES FOR THE MINISTRY**

Candidates for the ministry who are not sons of preachers are required to give their notes for tuition. If they enter the

regular ministry within three years after leaving college, these notes will be surrendered to them; otherwise the notes will be collected.

#### AID TO WORTHY YOUNG MEN

There are many young men who are desirous of a college education but who cannot immediately meet the entire expense. It has always been the policy of Duke University to render to such young men all proper assistance within its power. For this reason all charges have been put at the lowest possible point.

# MATERIAL EQUIPMENT

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## LIBRARY

On June 30, 1927, the Library contained 93,560 bound volumes, 19,250 catalogued pamphlets, and more than 50,000 pamphlets that have not been accessioned.

The work of cataloguing books has gone on steadily until all the books that have been accessioned have been catalogued with the exception of a part of the Webb collection and about 4,000 volumes catalogued by authors only. However, there are stored in the Library several thousand books the cataloguing department has not yet been able to count and prepare for circulation. The periodical room is well supplied with newspapers, and popular and departmental periodicals. The Library is now receiving by purchase and gift 800 periodicals and newspapers.

It is the aim of the management to make the Library a place in which students can find the best reference books and also a place in which those who wish to make special researches may find the material to do so. It is with these ends in view that purchases of books have been made.

From July 1, 1926 to June 30, 1927, 50,815 cards were made and filed in the catalogue. The number of books catalogued included 7,917 new titles and 7,509 continuations and duplicates, making a total of 15,426 volumes. The records of the circulation department show a total of 44,900 for the year. These figures are exclusive of all circulation books in reference rooms, seminars, and the stack.

The following is a list of accessions to the Library, entered from July 1, 1926 to June 30, 1927:

Abernathey, A. T., 1; Aldridge, F. S., 2; American Academy of Political and social sciences, 1; American Bar Association, 1; American Law Book Co., 1; American Medical Association, 3; Anderson, Mrs. J. H., 1; Argentine Republic, 1; Association of American Colleges, 2; Association of American Universities, 4; Association of Colleges and secondary schools of the So. States, 1; Association of Life Insurance Presidents, 1;

Bain, W. Z., 1; Barnes, J. T., 1; Barton, L. M., 1; Bayonne Housing Corporation, 1; Bennett, Margaret, 4; Blackwell, H. C., 1; Blomquist,

H. L., 2; Bolander, L. H., 1; Boston University, 2; Bowman, J. M., 1; Bridges, R. J., 1; British Association for advancement of science, 1; Broome, R. H., 2; Bross Foundation Library, 1; Brown, W. E., 6; Burroughs, R. E., 1; Boyd, J. P., 1; Boyd, W. K., 21; Brown University, 1;

Cannon, James III., 8; Carnegie Corporation of N. Y., 1; Carnegie Endowment for International Peace, 47; Carnegie Foundation for the advancement of teaching, 3; Carnegie Institution of Washington, 18; Carpenter, D. W., 1; Carpenter, J. T., 2; Chicago Daily News, 2; Chicago University, 1; Chile Embassy, 1; Clarkson, J. N., 1; Coiner, E. H., 1; Cokesbury Press, 10; Commission for Relief in Belgium, 1; Comstock, W. C., 2; Cook, H. T., 1; Cornell University, 86; Cunningham, Bert, 24;

Daniel, W. A., 1; Davis, Rose M., 1; Dennison Manufacturing Co., 2; Dick, R. P., 1; Deitz, J. C., 1; Doebell, A. E., 1; Duke University Alumni Assoc., 1; Duke University Alumni in Japan, 3; Duke University Book Store, 2; Duke University Press, 465; Duke University Summer School, 326; Durham, R. H., 1;

Economics, 2, 1926-27, 33; Economics, 8, 1926-27, 5; Education, 1, 1925-26, 40; Education, 2, 1925-26, 59; Edwards, I. A., 3; Edwards, W. H., 1; Elias, Edna K., 1; English, 20, 1926-27, 4; Exchange, 20;

Federal Reserve Bank, 2; Few, W. P., 14; Fink, Dorothy, 1; Florida State Historical Society, 1; Flowers, Mrs. G. W., 2; Foy, Josie, 1; French, 11, 1926-27, 10; Funk & Wagnalls, 1; Furnam, R. M., 1;

Garber, P. N., 6; General Education Board, 1; George Peabody College, 2; Gilbert, A. H., 6; Gill, Katie, 1; Gill, William Francis, fund, 16; Glasson, W. H., 2; Gobbel, L. L., 1; Godbey, A. H., 5; Goebel, W. B., 1; Gorman, T. M., 1; Graham, G. C., 1; Guilday, Peter, 2; Guthrie, W. B., 6;

Hampton, W. L., 1; Harvard University, 5; Hedrick, U. P., 1; Henry, Frances, 1; Herbert, C. C., 1; Herring, H. J., 1; Hickey, W. H., 1; History 1., 1925-26, 11; History 1., 1926-27, 30; History 3, 1925-26, 16; History 6, 1924-25, 1; History 9, 1925-26, 27; History 9, 1926-27, 255; History 10, 1926-27, 35; History 13, 1925-26, 1; History 16, 1924-25, 7; History 16, 1925-26, 6; History 17, 1925-26, 10; History 18, 1926-27, 90; History 22, 1926-27, 15; Hodge, M. S., 1; Holloway, J. B., 4; Homes, J. S., 1; Holton, Holland, 16; Howerton, Ila, 1;

Indiana State Library, 1; International Relations Club, 6; Iowa University, 1; Isaac Erwin Avery Fund, 1;

Jernigan, C. C., 1; Johns Hopkins University, 1;

Kelly, W. R., 1; Kennedy, Miss Fronde, 2; Knight, L. L., 1; Krummel, C. A., 1;

Lafayette Institute, 3; Law fund, 16; League for Industrial Rights, 6; Leland Stanford University, 1; Library Budget fund, 6549; Library Fee fund, 3059; Long, Mrs. G., 1; Lord, Mrs. F. H., 1;

Macmillan Pub. Co., 1; Martin, W. W., 14; Mass. Historical Society, 16; Maxwell, Nancy T., 1; Methodist Episcopal Church, 10; Metropolitan Life Insurance Co., 1; Mial, Millard, 6; Mich. Historical Society, 5; Minn. University, 3; Missionary Research Library, 26; Miss. Valley Historical Society, 1; Mordecai, S. F., 2; Mount, G. H., 3;

Nelson, E. W., 1; N. Y. Central Railway, 1; News and Observer, 1; N. C. Bar Association, 20; N. C. College for Women, 2; N. C. Historical Commission, 5; N. C. State government, 40; N. C. State Library, 7; Northwestern University, 1;

Ohio University, 1;

Pennsylvania University, 6; Phillips, U. B., 4; Pickens, M. I., 3; Pierce, S. B., 1; Pilgrim Press, 1; Pratt, J. W., 2; Princeton University, 2; Protestant Episcopal Church in N. C., 2;

Rand, McNally Co., 2; Reynolds, R. R., 2; Rockefeller foundation, 1; Rogers, Maud F., 1; Rodwell, Mary F., 2; Roper, H. M., 1; Roseborough, R. R., 1;

Schalpenbach, Robert, foundation, 2; Shaver, I. S., 1; Shaw, Mrs. A. H., 1; Shipp, Miss Susie, 6; Simmons, F. M., 2; Smith, H. P., 1; So, F. H., 3; Soper, E. D., 2; S. C. University, 1; Stechert, G. E., 7; Swain, D. L., 1;

Terry, P. N., 1; Theosophical Society, 1; Thomas, J. A., 6; Thompson, Jessie F., 1; Towe, W. T., 1; Trinity Archive, 2; Trinity College Historical Society, 9;

Unknown, 45; U. S. Government, 149;

Walker, R. S., 1; Wannamaker, W. H., 3; Wheeler, Publishing Co., 15; White, N. I., 4; World Peace Foundation, 2;

Young, E. H., 10; Young Women's Christian Association, 9;

Pamphlets, 800.

Total number of bound volumes, 11,981.

Total number of books and pamphlets, 12,781.

### THE MUSEUM OF NATURAL HISTORY

The Museum of Natural History is located in the new Science Building. The intention is to make the museum a factor in the educational work of the University, not only by supplying various courses with illustrative material, but also by putting before the public in the most instructive way various products of nature. The purpose of the museum is to exhibit, as far as possible, type-specimens of the more important rocks, minerals, ores, plants, and animals to be found the world over, and especially those represented in North Carolina. The specimens, properly labeled, are grouped and arranged in such a way as will make the collection most instructive. The collection now consists of between 1500 and 2000 specimens, many of which are valuable. Thus a real advance toward the ideal of a museum outlined above has been made. Friends of the College are invited to coöperate with the curator by collecting such specimens as are available. Inquiries concerning methods of collecting and preserving specimens will gladly be answered by Professor Bert Cunningham,

Curator of the Museum of Natural History. Visitors are admitted to the museum at all reasonable hours.

### BIOLOGICAL LABORATORY

The Department of Biology, with the Museum of Natural History, is located in the new Science Building. The lecture-room is equipped with a projection lantern, numerous charts, diagrams, and materials for demonstrations. The laboratory is fitted with furniture and apparatus adapted to the work undertaken by the Department. The equipment includes compound microscopes, dissecting microscopes, microtomes, paraffine bath, incubator, sterilizer, centrifuges, autoclav, photomicrographic outfit, chemicals, and reagents. Living animals and plants are kept in the laboratory throughout the year in aquaria, vivaria, and a forcing-case adapted to the purpose.

### PHYSICAL LABORATORY

The Physical Laboratory is located in Asbury Building. The various laboratories are equipped with modern apparatus adapted to the courses undertaken. In this laboratory is a large lecture-room provided with a stereopticon equipment. The optical and electrical laboratories afford facilities for research work.

Among the notable features of this equipment are a complete line of spectrometers, both grating and prism; ample facilities for photographic spectroscopy; photometer rooms, equipped with Lummer-Brodhun, Bunsen, and Joly photometers; an exceptionally good collection of electrical measuring instruments; and a shop furnished with a Garvin lathe and other tools for the construction and repairing of instruments.

The material for classroom demonstration has been carefully selected and is being constantly increased.

### ELECTRICAL ENGINEERING LABORATORY

The Electrical Engineering Laboratory occupies the basement of Asbury Building. Its equipment includes direct and alternating current generators and motors of the common types met in practice, small commercial-type transformers, and all the instruments necessary to make complete tests of the operation



of the apparatus. It is supplied with three-phase power by the Southern Power Company; direct-current power is obtained from a 17 1/2 kilowatt A. C. to D. C. motor-generator set.

### CHEMICAL LABORATORY

The work of the Department of Chemistry is conducted in the new Science Building. Here are provided a lecture-room and laboratories for general chemistry, analytical chemistry, and physical chemistry, a balance-room, and a store-room. The department is supplied with the chemicals and apparatus needed in the practical work of the courses.

### GYMNASIUM

For the physical training and development of students a gymnasium equipped with suitable apparatus and conveniences and containing a swimming pool thirty-two by seventy-five feet is provided. This gymnasium is in charge of a director, who prescribes such exercises as are best suited for the physical development of each student. All students are required to take a prescribed amount of supervised physical exercise; in addition to the set time for this work, hours for voluntary exercise in the gymnasium may be arranged by consulting the director.

A large, well-ventilated assembly room in one wing of the James H. Southgate Memorial Building is used as a gymnasium for women. Connected with it are dressing rooms, shower baths, and an examining room. The gymnasium contains jumping and vaulting apparatus, hand apparatus, and is equipped for basketball and volley ball. The swimming pool in the men's gymnasium is reserved for women students during certain hours of the week.

### ATHLETIC FIELDS

A large tract of ground on the campus has been set apart as an athletic field which is situated on the western part of the campus and enclosed by a brick wall. This field, conveniently located, is equipped with grandstand and bleachers and contains a cinder running-track, space for a football gridiron, baseball diamond, and for field sports. This field was first used in 1916.

An outdoor basketball court and a field for soccer and hockey for women are in the process of construction.

#### TENNIS COURTS

The many tennis courts maintained on parts of the athletic grounds afford ample provision for both men and women students who desire to participate in this form of exercise.

## INFORMATION AND REGULATIONS CONCERNING FEES AND EXPENSES

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The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until his fees have been paid.

### GENERAL FEES

Matriculation, per semester.....	\$25.00
Tuition, per semester.....	50.00
‡Room rent, per semester.....	50.00
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester.....	5.00
†Damage, payable annually at the time of first registration.....	1.00
Hospital fee, payable annually at beginning of the second semester	1.00
Commencement fee, payable annually at the beginning of the second semester.....	3.00
Publication Fee:	
First semester.....	2.50
Second semester.....	3.00
Diploma, payable by candidates for degrees at the beginning of the second semester; refunded if the diploma is not awarded.....	5.00

For further information concerning room rent see below under the topic "Rooms and Conditions of Renting Them."

### LABORATORY FEES

Biology 1, per semester.....	\$2.50
Biology 2, per semester.....	3.00
Biology 3, per semester.....	7.50
Biology 4, per semester.....	4.00
Biology 5, per semester.....	3.00
Biology 6, per semester.....	3.00
Biology 8, per semester.....	3.00
Chemistry 1, per semester.....	4.00

\* The reservation fee of \$5.00, payable on or before August 1, is deducted from the rent for the first semester.

† Any surplus remaining in this fund at the end of a year is applied to some student activity.

‡ See "Charges for Rooms."

Chemistry 2, per semester.....	6.00
Chemistry 3, per semester.....	6.00
Chemistry 5, per semester.....	7.50
Chemistry 6, per semester.....	5.00
Chemistry 7, per semester.....	7.50
Chemistry 8, per semester.....	5.00
Chemistry 9, per semester.....	7.50
Electrical Engineering 1, per semester.....	2.00
Electrical Engineering 2, per semester.....	1.00
Mechanical Engineering 1, per semester.....	1.00
Physics, all courses, per semester.....	2.00
Surveying, per semester.....	1.00

### TEACHERS TAKING COLLEGE COURSES

Teachers in near-by schools taking one or more courses are required to pay a registration fee of \$5.00 and a tuition fee of \$2.00 per semester-hour of credit in addition to any regular laboratory or other fees collected from regular students taking the courses.

### ROOMS AND CONDITIONS OF RENTING THEM

The itemized statement in the general table of expenses includes the care of rooms, in which everything essential in the way of furniture is provided. All rooms are provided with heat, water, and electric light. Each student furnishes for himself a change or more of blankets, sheets, pillow-slips, and towels and his own pillows. Students must furnish their own electric lamps, which can be purchased from the University store.

Rooms for the succeeding year may be signed for at the treasurer's office at any time before May 15 during the current year. Every student who wishes to retain his room for the succeeding year must notify the treasurer's office on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. In case a room is reserved, unless a deposit of \$5.00 for each proposed occupant, in part payment of the rent, is made by August 1, the reservation is canceled, and the University is free to rent the room to other students. When a room is once engaged by a student, no change will be permitted except with the consent of the treasurer; leaving one room and occupying an-

other without such permission is strictly against the rule and will render the offender liable to full charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant.

Students must secure their own room-mates and furnish the names of the room-mates to the treasurer's office at the time of the engagement of the rooms. The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

### REGULATIONS REGARDING ROOMS

A fine of \$2.00, payable to the treasurer of the University, shall be charged to any student who has moved furniture from one room to another without permission from the University authorities.

A fine of \$2.00, payable to the treasurer of the University, shall be charged to the occupants of any room in which the permanent lighting fixtures have in any way been altered or changed. A like fine shall be imposed upon the occupants of any room with lights having a total capacity of more than 100 watts.

A fine of \$5.00, payable to the treasurer of the University, shall be charged to any student moving from one room to another upon the campus without permission from the University authorities.

### CHARGES FOR ROOMS

Aycock Hall contains sixty rooms. These rooms are arranged to accommodate two students each, in which case the rent is \$30.00 per semester for each student. When occupied by more than two students the price is \$30.00 per semester for each student, and when occupied by only one student the price is \$60.00 per semester.

Jarvis Hall contains sixty-six rooms. A number of rooms in this dormitory are so arranged that they may be rented in suites. The charges for rooms in this building are the same as those for Aycock Hall.

The Inn contains forty-five rooms. The charges for rooms in this building are the same as those for Aycock and Jarvis Halls.

Branson Hall contains thirty rooms. The charges for rooms in this building are \$25.00 per semester for each student, when occupied by two students. When occupied by only one student the price is \$50.00 per semester.

### NEW DORMITORIES

Dormitories Numbers 1, 2, 3, 4 and 5 containing ninety student rooms each are identical in construction and convenience. These rooms are arranged to accommodate two students each, in which case the rent is \$50 per semester for each student, and when occupied by only one student the price shall be \$100 per semester.

### BOARDING HALLS

Beginning with the academic year 1927-28 the University opened its dining hall in the College Union with accommodations sufficient to take care of all the resident men students. It is the policy of the University to furnish board to the students at actual cost. Board may be secured at the Union for 23.80 per month of twenty-eight days. The College Union is the logical center of student activities and all male students are advised to board in its supervised halls.

In addition to the University dining hall there are private boarding houses at which board can be secured at from \$5.50 to \$7.00 per week.

### PUBLICATION COUNCIL

The Publication Council was authorized by the Trustees at the mid-year meeting in 1926-27. This Council has control of the undergraduate publications. It is to be composed of members of the faculty appointed by the President, two alumni elected by the Alumni Council, representatives of the student body and the different publications. The members of the Council will be selected before the close of the academic year, and beginning with the opening of 1927-1928 will have charge of all student publications. A publication fee of \$5.50 was authorized by the Trustees to be collected from each undergraduate, \$2.50 payable at the beginning of the fall semester and \$3.00 at the beginning of the spring semester.

### JAMES H. SOUTHGATE MEMORIAL BUILDING

The James H. Southgate Memorial Building contains sixty-six dormitory rooms. Young women occupying these rooms are required to take their meals in this building. Each student furnishes her own blankets, sheets, pillow-slips, and towels; the University furnishes pillows. The price for room and board is \$300.00 for the academic year, payable quarterly, \$75.00 on matriculation at the opening of the academic year in September, and \$75.00 respectively on December 1, February 1, and April 1.

## LAWs REGULATING PAYMENTS

The Executive Committee of the Trustees of Duke University has enacted the following regulations, which govern the

payment of all fees due the University :

1. The president and the treasurer of the University have no authority to suspend, or in any way alter these regulations.
2. Matriculation and tuition fees are never refunded.
3. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full.
4. No student is considered by the Faculty as an applicant for graduation until he has settled with the treasurer for all of his indebtedness to the University.
5. No student is allowed to stand the mid-year or final examinations of the academic year who has not settled all his bills with the treasurer of the University.

When a student wishes his bills sent to his parent or guardian, the student or his parent or guardian must so notify the treasurer of the University in writing in due time, but this in no way releases the student from liability to established penalties if his bills are not paid on the dates advertised.

## ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual. The following tables give the itemized necessary college expenses for one year.

	LOW	MODERATE	LIBERAL
Tuition .....	\$100.00	\$100.00	\$100.00
Matriculation .....	50.00	50.00	50.00
Room-Rent .....	50.00	60.00	100.00
Board .....	200.00	225.00	250.00
Laundry .....	20.00	25.00	30.00
Books .....	22.50	30.00	45.00
Commencement Fee .....	3.00	3.00	3.00
Athletic Fee .....	10.00	10.00	10.00

Damage Fee .....	1.00	1.00	1.00
Hospital Fee .....	1.00	1.00	1.00
Publication Fee .....	5.50	5.50	5.50
	<hr/>	<hr/>	<hr/>
Total*.....	\$463.00	\$510.50	\$595.50

Students who hold scholarships or who are exempt from paying tuition will deduct one hundred dollars from the above totals.

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\* This table is based on the cost for the year 1928-29.



## HONORS AND PRIZES

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### HONORS

All students in the freshman and sophomore classes who make an average of 90 or above are given honors.

Students who have shown exceptional attainments in a group of studies covered by the work of one of the departments of the University may become candidates for honors in that department at graduation.

Any department may at its discretion each year offer work the satisfactory completion of which will be one of the requirements for honors. This work shall be in addition to that required for graduation and may take the form either of additional work done in conjunction with the regular courses of the department, or of work independent of such courses. In quantity it will be at least equivalent to that required for two semester-hours of credit in an advanced course.

The granting of department honors shall be dependent on the fulfillment of the following requirements:

1. In order to be eligible for honors in a department a student must, by the end of the senior year, have completed, with an average grade of at least 90, twenty-four (if department prefers, eighteen) semester-hours of work taken in that department after the freshman year. The student must obtain, on or before October 15 of the senior year, the approval of the head of the department of the courses that constitute the eighteen or twenty-four semester-hours required.

2. The student must enroll for the honors work of the department on or before October 15 of the senior year and must complete satisfactorily this work by the end of the senior year.

3. No student may enroll for the honors work of a department if he is carrying a schedule of regular courses in his senior year in excess of thirty-two semester-hours.

4. No student may enroll for the honors work in more than one department.

5. Those students who make an average grade of 95 in as many as twenty-four semester-hours (eighteen if the department prefers) in courses as above described and complete satisfactorily the honors work prescribed by the department are given highest honors.

The degree of bachelor of arts and bachelor of science with college work in Duke University and who have attained an distinction is conferred under the following rules:

Students who have completed as much as three years of their average grade of 90 are recommended for a degree *magna cum laude*; those who have attained an average grade of 95 are recommended for a degree *summa cum laude*.

### MEDALS AND PRIZES

The Wiley Gray Medal was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memorial honor of his brother, from whom the medal takes its name. It is intended to be a reward for the graduating oration that shall be, in the opinion of a committee appointed on the day of Commencement, the best speech, with respect to both declamation and composition—not for the one or the other alone, but for the best combination of both.

The Fortnightly Club offers annually cash prizes for the best literary productions by undergraduate students of the University.

The Debate Council has authorized the awarding of medals to members of the graduating class who have represented the University in at least two intercollegiate debates. For the year 1914 these medals were given by the local alumni association. They are now given by the local chapter of the Tau Kappa Alpha fraternity.

The Southern History Prize is awarded each year for the best essay submitted dealing with a subject relating to Southern History. The prize is twenty-five dollars in cash donated by an anonymous friend of the University. The competition for the prize is conducted under the following regulations adopted by the Trinity College Historical Society:

1. Any undergraduate member of the Trinity College Historical Society in good standing is eligible to enter the competition.
3. Essays must be submitted by May 1, must contain at least 5,000 words, must be typewritten, must be accompanied by an introductory
2. The subjects of the essays submitted in the competition shall be approved by the Department of History. Preference will be given to essays which make a contribution to existing knowledge of Southern history.

outline and a bibliography of the authorities used. Important statements of facts must be supported by footnotes.

4. Each year, after the essays have been submitted, the president of the Historical Society shall appoint a committee to determine which is entitled to the prize. This committee shall consist of one member of the University Faculty and if possible of two persons who do not reside in the University community.

5. The prize shall be awarded at Commencement by the President of the University.

The Robert E. Lee Prize of one hundred dollars was established in the year 1922 by Reverend A. W. Plyler, of the class of 1892, and Mrs. Plyler. It is awarded annually at Commencement, preferably to that member of the senior class who in character and conduct, in scholarship and athletic achievement on college teams, in manly virtues and the capacity for leadership has most nearly of his class realized the standard of the ideal student. The founders of the prize believe that students should be encouraged to appreciate and cultivate manliness, the spirit of coöperation and unselfish service in behalf of good causes, and the ability and the willingness, even at the cost of self-sacrifice, to assume positions of leadership. Their hope is that this prize may serve as an incentive to the cultivation among Duke University students of such virtues.

The Dean of the College, the Graduate Manager of Athletics, and the President of the Student Council constitute a committee of award with authority to draft and adopt regulations governing the award.

The Robert Spencer Bell Prize was established in 1923 by Mr. James A. Bell of the class of 1886 as a memorial to his son. It is worth a hundred dollars and is awarded annually at Commencement on much the same general principles as are followed in the Robert E. Lee Prize, except that it is limited to self-help students, and in making the award greater emphasis is placed on the work of the student in Literary Societies than on his athletic record.

The George F. Ivey Science Prize, established in 1924 by Mr. George F. Ivey of Hickory, North Carolina, is awarded each year for the encouragement of scholarship in physics, biology, and chemistry. The prize is fifty dollars in gold and is awarded the first year in physics, the second year in biology,

and the third year in chemistry, and thereafter in this rotation unless otherwise determined by the donor.

The following rules have been adopted for the contest:

I. Any undergraduate student having already passed the first general course of eight semester-hours credit in the department concerned and having registered for an advanced course of not less than six semester-hours credit is eligible to compete for the prize.

II. By the end of the first week in May the department concerned will prepare a list of not more than twenty eligibles, the list to be approved by the Dean of the College. This list will then be submitted to all students in courses above the first course in the department. From this list the students will select by ballot the names of six candidates for the prize. The faculty of the department, acting as a committee, shall select the winner of the prize from among these six candidates.

III. The decision in every case is to be based upon such considerations as originality, industry, and initiative in executing work, as well as upon grades.

IV. No student, having once won this prize, may again compete for it.

Dr. R. C. Parker, for many years engaged in missionary work in the Orient and at present Director of Chinese Studies and Official Translator to the Shanghai Municipal Council, Shanghai, China, gave to Duke University in 1924 a silver cup to be used for the encouragement of scholarship in physics. The cup is of Chinese manufacture, but not of Chinese design, and contains over \$75.00 worth of silver.

The cup is awarded for one year to that student in the first course in physics, known as Physics 1, who by the end of the academic year is judged by the Department of Physics to show the greatest promise as a student of physics. The award is made by a committee from the Department of Physics acting with the President of the University.

The basis of the award is not on the absolute grade of the student as determined by the mathematical average alone, but is determined as well by such factors as the industry of the student, his growth in the power of clear reasoning, the originality of his methods and point of view, and his skill in experimentation.

The name of the successful student will be engraved on the cup, and he will be given possession, subject to certain necessary regulations, for one year or until a second award is made.

The Iota Gamma Pi Science Fraternity offers a prize to the amount of twenty-five dollars to the person who is judged to be the leading student in the scientific courses of the University. The basis of this award is as follows: quality of scientific work, 50 points; personality and general ability, 30 points; quality of work in departments other than scientific, 20 points. This prize is awarded only to a student of the rising junior class whose major course is in science.

The committee of award is composed of five members of the Faculty as follows: one from the Department of Biology, one from the Department of Chemistry, one from the Department of Physics, one from the Department of Engineering, and the Dean of Men. Each department chooses its member of this committee, independent of the fraternity, but the fraternity selects and submits to the judges a list of students eligible for the prize.

The prize is publicly awarded by the president of the fraternity in Chapel during the second week of May.

## AWARD OF MEDALS AND PRIZES 1926-27

*The Wiley Gray Medal*—Lonnie Emerson Nail.

*The Robert E. Lee Prize*—Donald Everett Kirkpatrick.

*The Robert Spencer Bell Prize*—Robert Gregory Tuttle, Jr.

## HONORS IN GENERAL SCHOLARSHIP

## HONORS IN DEPARTMENTS

HONORS IN CHEMISTRY—Samuel Nathaniel Wrenn.

HONORS IN GERMAN—Mattie Louise Long.

HONORS IN GREEK—Furman Gordon McLarty.

HIGHEST HONORS IN HISTORY—Blanche McKinsey Broadway.

HONORS IN HISTORY—Clara Elizabeth Ramsey, William Alexander Mabry, Blanche Henry Clark.

HONORS IN PHYSICS—Donald Everette Kirkpatrick.

## SENIOR HONORS

*Summa cum laude*

Claudia Watkins Hunter

*Magna cum laude*

Broadway, Blanche McKinsey	Lawing, Sadie Marshall
Clark, Blanche Henry	Mabry, William Alexander
Dawson, Robert Grady	Ramsey, John Anglin
Fields, Paul Henry	Salsbury, Richard Brinkley
Kirkpatrick, Donald Everette	Vaughn, Mary Ethel

## FRESHMAN HONORS

Campbell, Marshall Albright	Morrow, Paul Johnston
Copeland, Bessie Olivia	Noel, Richard Dyer
Cousins, Reba Thurston	O'Keef, Herbert Edward, Jr.
Howland, William Franklin	Rawlings, Selby Moore
Huffman, Norman Ara	Rousseau, William Hamilton, Jr.
Jones, Albert Mitchell	Savage, Joe A., Jr.
King, George Benjamin, Jr.	Shaw, John Sidney
McCurdy, Harold Grier	Smith, Charles Moody
McGary, George Nelson	Spivey, Nelle
Mattox, William Reuben	Stearns, Richard Hopkins
Metzenthin, Esther Marie	Stearns, Thomas Suddard
Miller, Kellah Chaplin	Weatherspoon, Everett Broadus

## SOPHOMORE HONORS

Adams, Martha Lipscomb	de Bruyne, Jacob M. A.
Biggs, Charles Grayson	Doxey, John Elwood
Bird, Matthew John	Franko, Alfred M.
Boyett, Dunham Worth	Goldwin, Richard H.
Copeland, Rachel Victoria	Hauss, Mary Arden

Holton, Mildred Elizabeth	Rosenberg, Nelson G.
Jackson, David Kelly, Jr.	Sloan, William Stringfield
King, Jennings Graham	Smith, Emma Lee
Larsen, Edith	Stewart, Lilian Bridges
Malone, Eva Candler	Summerrow, Thomas Edward
Morgan, Eben Cornelius	Westbrook, Dorothy Louise
Murnick, Mildred	Williams, Rachel Kramer
Peele, Talmadge Lee	Woodward, John Lisbon
	Yarbrough, Edwin S.

### HOLDERS OF SCHOLARSHIPS

#### JUNIOR SCHOLARSHIPS

Franko, Alfred M.	Larsen, Edith
King, Jennings G.	Murnick, Mildred
	Peele, Talmadge L.

#### SOPHOMORE SCHOLARSHIPS

McCurdy, Harold	Savage, Joe
Metzenthin, Esther M.	Spivey, Nelle
	*Stearns, Thomas

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\* These scholarships are awarded only to the five highest ranking members of the class.

## COMMENCEMENT, JUNE, 1927

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Sunday, June 5, 8:30 p.m.—Baccalaureate Address, Dr. Elbert Russell of the School of Religion, Duke University.

Monday, June 6, 8:30 p.m.—Graduating Orations.

Tuesday, June 7, 11:00 a.m.—Commencement Sermon, Dr. Timothy T. Lew, of China; 1:15 p.m., Alumni Dinner—Address by Mr. Henry R. Dwire of Winston-Salem, N. C.

Wednesday, June 8, 11:00 a.m.—Commencement Address by the Honorable Martin W. Littleton of New York City.

### DEGREES IN COURSE

#### BACHELOR OF ARTS

Albright, Eileen Widenhouse	Brown, Lynwood Earl
Anderson, Alice	Bundy, Samuel David
Anderson, William Staton, Jr.	Burns, Edward Jones
Andrews, Franklin Ray	Butler, Lester Clagett
Andrews, Ransom Harris	Carmichael, Paul N.
Andrews, Robert Knox	Cathey, Joseph Richard
Apple, Ralph M.	Cathey, Turner Ashbey
Atkins, Ben E.	Caudill, Russell H.
Atkins, Blanche Geneva	Chadwick, Carl Benjamin
Atkins, James Murray	Childs, Amy Wilson
Atkinson, K. Emily	Chfiste, Doris Virginia
Bane, Henry	Churchill, Miriam Elizabeth
Barclift, Chancie de Shield	Clarke, Blanche Henry
Barnhardt, Max Lloyd	Coiner, Elizabeth Hampden
Beasley, Blair Edward	Colt, Burt H.
Becton, Clara Millard	Conger, Margaret Esther
Bell, Spencer	Cox, Catherine
Beverly, George Wesley	Crews, Nancy Lucretia
Biggs, Walter Archibald	Crouch, Robert Leland
Blue, Margaret B.	Dailey, Ruth Roney
Borland, Andrew Hoyt	Davis, Francis Weldon, Jr.
Brady, Lehman	Dawson, Robert Grady
Brasington, Lydia Clementine	Douglas, Thurmond Cornelius
Bridgers, Samuel Clay	Dowd, Orren Edwards
Bridgers, Thomas Fleming	Dunham, Daniel Vernon
Bright, Courtney Doyle	Dunn, Robert Ernest
Britt, Edgar William	Elliott, Rachel Leighton
Broadway, Blanche	Farriss, Charles Franklin
Brogden, Claiborne Everton	Fields, Paul Henry
Brooks, Eugene Hastings	File, Frank Ray
Brookshire, Stanford Raynold	Fitzgerald, John Dean
Broome, Hoyle Sidney	Foscue, Eliza



Fox, Ruth Evelyn	Lewis, Oma Bliss
Frutchev, Lloyd D., Jr.	Linney, Baxter Matheson
Garnett, Lewis W.	Long, Mattie Louise
Garrett, Mattie Lillian	Long, Oren
Gentry, Nola Jane	Lynn, Irene Margaret
Glenn, Zelma Elizabeth	Mabry, William Alexander
Gooden, Ernest Lambert	Mangum, Norma Lavine
Graham, Elsie Scoggins	Massey, Helen Lillabel
Grant, Etta Beale	Matheny, Voris Awilda
Grant, William Samuel	Maynard, Boyce Lee
Gray, Theron Arthur	Mitchell, William Hayes
Green, Mary Virginia	Moore, John Wilbur, Jr.
Griffith, Emily Camilla	Motsinger, Ray Dixon
Grigg, Marvin Atkin	Mustard, Walter Edward
Guffy, Lois	McIntosh, C. Brook
Gupton, Irene Pernel	McKenzie, Margaret Estelle
Hammond, William Henry, Jr.	McLarty, Furman Gordon
Harbison, James Wesley	McLarty, James Brown
Hargett, Cecil Sydney	McRae, Luther Cecil
Harriss, Julius Welch	Nail, Lonnie Emerson
Harward, Hubert Briggs	Neal, Sarah Eva
Hickey, William H.	Newbern, Sara Agnes
Hime, Eldridge	Nichols, William Berger
Hobgood, Margaret Rowena	Nicholson, William McNeal
Holt, Doctor Dillon	Ormond, Sarah Katheryn
*Huckabee, Weyman Carlisle	Parker, Martha Elizabeth
Hunter, Claudia Watkins	Parker, Richard Eugene
Jenkins, Theodore Roosevelt	Pearse, Richard Lehmer
Johnson, Nannie Henrietta	Peek, Ermine DeGraffenreidt
Johnson, Owen Pearlle	Poteat, William Otto
Jones, Emily	Pratt, William George
Jones, Vernie Okle	Primakoff, David
Jordan, Frank Booe	Proctor, Ralph Lowe
Kale, Nathan Alfred	Purdy, Sara Louise
Kearns, Amos Ragan	Ramsay, Benjamin Sterling
Kelly, Clyde Monroe	*Ramsey, John Anglin
Kestler, Mary Elizabeth	Ramsey, Clara Elizabeth
Kirby, Andrew Jackson	Redding, John Oscar
Kirkpatrick, Donald Everette	Redmon, Thomas Albert
Knight, Evelyn Harris	Redwine, James Daniel
Land, Rebecca Wilson	Reitzel, Baxter Pearlle
Lander, Malcolm Hall	Rice, Edwin Kimball
Laughridge, Virginia	Ross, Richmond Holt
Lawing, Sadie Marshall	Russell, Horace Bruce
Ledbetter, Jap	Ryman, Carl Alfred, Jr.
Lee, Mildred	Sabiston, Dorothy Jeannette
Leeper, Joseph Price	Salsbury, Richard Brinkley
Lewis, Mainie Arthur	Shinn, Thomas Sadler

\* Degree conferred *in absentia*.

Sprinkle, William Van Eaton	Ware, Eugene Spencer
Stewart, Mary E.	Warlick, Alex
St. George, Thomas Wyeth	Warner, Francis Moreland
Still, Henrietta	Watson, Thomas Alton
Stroud, Coy Franklin	Weber, Langley Meek
Sweeney, Lois High	Westbrook, John Hardy, Jr.
Swindell, Alma Wilhelmina	Wetmur, Leon Gerard
Tadlock, Isabel Leigh	Whisnant, Latta James
Taylor, Sally G.	Whitford, William Edward
Taylor, Winnie Lee	Wilkerson, Starling Dwight
Thompson, Joe R.	*Wilkinson, Jesse Giles, Jr.
Thompson, Leslie Stuart	Wilson, Agnes Louise
Troy, Ballard Earnhardt	Wilson, Elizabeth Gladys
Tuttle, Lee Foy	Wilson, Mattie Eloise
Umstead, Charles Lee	Woodward, Leonard G.
Umstead, Mary Carrington	Wrenn, Samuel Nathaniel
Umstead, Phillip Macon	Yonemura, Eiko
Vaughan, Mary Ethel	Young, Alfred H.
Wagg, Thomas Eugene, Jr.	Young, Margaret Urdine
Waggoner, Albert Crews	Young, Reuben Bryon
Wallace, George Roberts	Zachary, Lillian Cates
Wannamaker, Margaret	Zimmerman, Mary Kathryn
	Zimmerman, Robert Glenn

## MASTER OF ARTS

*Aiken, Benjamin Otis	McDonald, Ralph Waldo
Buffaloe, Norman Barnes	Mulholland, Vester Moye
Coltrane, Alma Garrett	Neal, John Washington
Coltrane, William Gannaway	Parriss, Lucille Howell
Craven, Wesley Frank, Jr.	Penny, Catherine Dowdee
Davis, Rose May	Ratchford, Benjamin Ulysses
Earnhardt, Daniel Edwin	Rose, Floyd Day
Gholson, Belle Currin	Satterfield, Mildred Davis
Gobbel, Luther Lafayette	Sledd, Warren Candler
Harvill, Richard Anderson	Stevenson, Arthur Linwood
Johnston, William Gladstone	Thompson, Jessie Florinda
Lathan, Samuel Howard	Williams, Lina Elizabeth
Maxwell, William Cary	Wright, Cora Lee

## MASTER OF EDUCATION

Walker, Edyth

## BACHELOR OF DIVINITY

Ball, Walter Conn	Spence, Hersey Everett
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## CLASS REPRESENTATIVES

The following representatives of the graduating class delivered orations:

HENRY BANE.....Durham, North Carolina

*The American Immigrant*

\* Degree conferred *in absentia*.

- MAINIE ARTHUR LEWIS.....Greensboro, North Carolina  
*A Measure of Man's Mind: Yesterday, Today,  
 and Tomorrow*
- WILLIAM ALEXANDER MABRY.....Ridgeway, North Carolina  
*American Imperialism*
- LONNIE EMERSON NAIL.....Winston-Salem, North Carolina  
*Progress, Resources and Needs of North Carolina*

**APPOINTMENTS FOR COMMENCEMENT**

The chief marshal and manager for Commencement are selected by the Hesperian and Columbian Literary Societies. In the selection of these officers the societies alternate. The assistants are appointed by the chiefs.

# ROLL OF STUDENTS 1927-1928

## GRADUATE STUDENTS

[NOTE: This list includes the names of all persons registered as graduate students during the twelve months preceding Commencement Day, June, 1928. The symbol (S) indicates that the student took part or all of his graduate courses in the Summer Session of 1927.]

Abrams, William Amos,	Tarboro,	North Carolina
	A.B. (Duke), French, History. (S)	
Ader, Olin Blair,	Kings Mountain,	North Carolina
	A.B. (Duke), Mathematics, Physics. (S)	
†Aiken, Leonora Marshall,	Hickory,	North Carolina
	A.B. (Duke), French. (S)	
Alberson, Hazel Stewart,	Washington,	Iowa
	B.A. (Monmouth College, Ill.), Education. (S)	
Allen, Gay Wilson,	Canton,	North Carolina
	A.B. (Duke), English, History.	
Allen, Ivey, Jr.,	Oxford,	North Carolina
	A.B. (Duke), Chemistry, Physics.	
Alston, Nancy Ruina,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
†Anders, Annie Blair,	Raleigh,	North Carolina
	A.B. (Duke), French. (S)	
Anderson, Elizabeth Holt,	Haw River,	North Carolina
	A.B. (Duke), History, Education.	
Anderson, Kathleen L.,	Edisto Island,	South Carolina
	B.S. (Winthrop College), Philosophy.	
Anderson, Mildred Everett,	Durham,	North Carolina
	A.B. (Marygrove College), Psychology.	
Andrews, Etoile Young,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Andrews, Franklin Ray,	Mt. Gilead,	North Carolina
	A.B. (Duke), Education, History. (S)	
Andrews, Robert Lee,	Durham,	North Carolina
	A.B. (Wake Forest), Education. (S)	
Armistead, Dora Travis,	Williamsburg,	Virginia
	A.B. (William and Mary), History.	
Arrowood, Isabel,	Sharon,	South Carolina
	B.S. (Columbia College), Latin.	
Ashe, Alex Elisha,	Sylva,	North Carolina
	A.B. (Duke), History.	
Beasley, Blair Edward,	Apex,	North Carolina
	A.B. (Duke), Education. (S)	
Bell, Lila Mae,	Graham,	North Carolina
	A.B. (N. C. C. W.), Education. (S)	
Best, Albert Hartwell, Jr.,	Spartanburg,	South Carolina
	A.B. (Wofford), Economics, Education. (S)	

† Duke University study group in France.

—Bickers, John Lawrence,	Deep Run,	North Carolina
	A.B. (Atlantic Christian College), Education. (S)	
Biscoe, Alvin Blocksom,	Wilmington,	Delaware
	A.B. (Dickinson College), Economics, Psychology.	
†Bishop, Lyda Josephine,	Durham,	North Carolina
	A.B. (Duke), English, French. (S)	
Bivins, Curtis Lee,	Monroe,	North Carolina
	A.B. (Duke), Education, English. (S)	
Boyd, James Emory,	Tignall,	Georgia
	A.B. (University of Georgia), Mathematics, Physics.	
Boyd, Robert Edwin,	Charlotte,	North Carolina
	A.B. (University of North Carolina), Education. (S)	
Bradshaw, Mike, Jr.,	Durham,	North Carolina
	A.B., A.M. (Duke), English, German. (S)	
Bradsher, Walter Linwood,	Hurdle Mills,	North Carolina
	A.B. (Duke), Education. (S)	
Braswell, Helen Green,	Nashville,	North Carolina
	A.B. (N. C. C. W.), Physics. (S)	
†Brinson, Pearl Leola,	Sanford,	North Carolina
	A.B. (Duke), French. (S)	
Brinson, Zeb Ewart,	Arapahoe,	North Carolina
	A.B. (Atlantic Christian College), Education, History. (S)	
Broadway, Blanche M.,	Durham,	North Carolina
	A.B. (Duke), History.	
Brooks, John,	Burlington,	North Carolina
	A.B. (Elon), Economics, History. (S)	
Broome, Ernest Harry,	Waxhaw,	North Carolina
	A.B. (Duke), Education, English, History. (S)	
Brown, Grace Elizabeth,	Durham,	North Carolina
	A.B. (Duke), History. (S)	
Brown, Joseph Walter,	Fairview,	North Carolina
	A.B. (Southwestern), Education, History. (S)	
Buckley, Laura,	Mound City,	Missouri
	A.B. (Park College, Mo.), Education. (S)	
Buckner, Caney Edward,	Durham,	North Carolina
	A.B., A.M. (Duke), History. (S)	
Cale, John Carter,	Hendersonville,	North Carolina
	A.B. (Furman), History, Economics.	
Carr, Isaac Newton,	Mars Hill,	North Carolina
	A.B., A.M. (Carson-Newman), A.M. (University of North Carolina), History.	
Carroll, Mary Swan,	Morristown,	Tennessee
	A.B. (University of Tennessee), A.M. (Wisconsin), History, Economics.	
Carson, Thomas Coleman,	Johnson City,	Tennessee
	A.B. (Furman), Mathematics, Education. (S)	
Carter, Evelyn Blanche,	West Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Cathey, Carl Homer,	Davidson,	North Carolina
	B.S. (Davidson), Education. (S)	
Chaffin, Nora Campbell,	Lillington,	North Carolina
	A.B. (Duke), History. (S)	

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† Duke University study group in France.

Chandler, Lizzie Grey,	Durham,	North Carolina
	A.B. (Duke), French, History. (S)	
Chaplin, Eunice,	Rock Hill,	South Carolina
	B.S., A.M. (Columbia), Bible.	
Chen, William Yuanlung,	Foochow,	China
	A.B., A.M. (Syracuse), Psychology, History of Religion.	
Cherry, Julia Wyche Allen,	East Durham,	North Carolina
	A.B. (Duke), Bible.	
Christe, Doris Virginia,	Durham,	North Carolina
	A.B. (Duke), English, History. (S)	
Clark, Blanche Henry,	Fort Thomas,	Kentucky
	A.B. (Duke), History.	
Clarkson, John Montgomery,	Heinemann,	South Carolina
	A.B. (Wofford), A.M. (Duke), Physics, Mathematics.	
Claytor, Lois Emelyn,	West Durham,	North Carolina
	A.B. (Duke), Education, English. (S)	
Cobb, John Turrentine,	Durham,	North Carolina
	A.B. (Elon), A.M. (University of North Carolina), Education.	
Coiner, Elizabeth Hampden,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Coltrane, James Elbridge,	Siler City,	North Carolina
	A.B. (Duke), Economics.	
*Cooke, Cecil Edwards,	Durham,	North Carolina
	A.B. (Duke), Education.	
Cooke, Dennis Hargrove,	Oxford,	North Carolina
	A.B. (Duke), Education. (S)	
Cooke, Paul,	Athens,	Alabama
	A.B. (Birmingham Southern College), Bible, Education, History. (S)	
Copeland, Madeline,	Durham,	North Carolina
	A.B. (N. C. College for Women), History, Economics.	
Cothran, Elizabeth Lloyd,	Timberlake,	North Carolina
	A.B. (Duke), English, French. (S)	
†Covington, Helen,	Cliffside,	North Carolina
	A.B. (Duke), French. (S)	
Cox, Gladys Virginia,	Durham,	North Carolina
	A.B. (Duke), History. (S)	
Crosley, Raymond Wardner,	Milton,	Wisconsin
	A.B. (Milton College), Zoology, Physics, German. (S)	
Cude, Wendell Holmes,	Colfax,	North Carolina
	A.B. (Guilford), Education. (S)	
Curtis, Kader Randolph,	Durham,	North Carolina
	A.B. (Wake Forest), Education, Psychology.	
Dailey, Ruth Roney,	West Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Davis, Ethel May,	Durham,	North Carolina
	A.B. (Duke), English. (S)	
Davis, Rose May,	Washington,	D. C.
	A.B., A.M. (Duke), Chemistry.	
Davis, Ruth Eloise,	Glen Alpine,	North Carolina
	A.B. (Greensboro College), English, French. (S)	

\* The degree of Bachelor of Arts will be conferred in June, 1928.

† Duke University study group in France.

Dehler, Sophie Anne,	Chicago, A.B. (Wisconsin), Zoology.	Illinois
— Dorsett, Kathryn Ella,	Durham, A.B. (Guilford), English, History. (S)	North Carolina
Doub, Isabel Bryan,	Durham, A.B. (Flora McDonald College), English, History.	North Carolina
— Dula, Clyde Harshaw,	Lenoir, A.B. (Duke), Education. (S)	North Carolina
— Dunton, Alice Wedell,	Cape Charles, A.B. (Duke), History, Education. (S)	Virginia
Eagles, Walter Connor,	Macclesfield, B.S. (N. C. State), Education. (S)	North Carolina
Edgerton, Roland Ottis,	Goldsboro, A.B. (Duke), Education, Economics. (S).	North Carolina
Edwards, Sophia Ryman,	Bridgeton, A.B. (Duke), Physics.	North Carolina
Ellison, William Andrew, Jr.,	Belhaven, A.B., A.M. (Duke), Zoology.	North Carolina
Fagan, Minnie Lee,	Campobello, A.B. (Winthrop), Education. (S)	South Carolina
Farrar, Paul Galloway,	Durham, A.B. (Duke), Bible, Economics, History. (S)	North Carolina
— Felton, Annie Howard,	Dunn, A.B. (East Carolina Teachers College), Education, History. (S)	North Carolina
Flanders, Ralph Betts,	Macon, A.B., A.M. (Emory University), History.	Georgia
Forman, Eleanor Brynberg,	Winston-Salem, B.S. (Columbia University), Education, Psychology.	North Carolina
— Fulenwider, Paul Edward,	Salisbury, A.B. (Lenoir-Rhyne), Education. (S)	North Carolina
— Garrard, Annie Walker,	Durham, A.B. (Duke), History. (S)	North Carolina
— Garrett, Mattie Lillian,	West Durham, A.B. (Duke), Education. (S)	North Carolina
— Garrison, Roy Charles,	Timberlake, A.B. (Carson-Newman), Education, German, Philosophy. (S)	North Carolina
— Gibson, Alton Brooks,	Laurel Hill, A.B. (Duke), Chemistry, Psychology. (S)	North Carolina
Gilliatt, Cecil Lee,	Erie, B.S. (Kansas State Teachers College), Education.	Kansas
— Glasson, Lucy Fleming,	Durham, A.B. (Duke), English, Education. (S)	North Carolina
*Glasson, Mary Embry,	Durham, A.B. (Duke), Botany, Education.	North Carolina
— Grant, James Newitt,	Garysburg, A.B. (Duke), Education. (S)	North Carolina
— Greene, Fred Woodside,	Charlotte, A.B. (Duke), Education. (S)	North Carolina
Gregory, George MacKendrick,	Salem, A.B. (Yale), A.M. (University of Texas), English, German.	Virginia

\* The degree of Bachelor of Arts will be conferred in June, 1928.

Griffin, Virginia,	Wilson,	North Carolina
	B.S. (Salem), Education, Economics. (S)	
Griffith, Emily Camilla,	Durham,	North Carolina
	A.B. (Duke), History, Economics.	
Grigg, Claud,	Kings Mountain,	North Carolina
	A.B. (Duke), Education. (S)	
Grigg, Womble Quay,	Indian Trail,	North Carolina
	A.B. (Duke), Education. (S)	
Grigg, Lottie,	Indian Trail,	North Carolina
	A.B. (Winthrop), Education. (S)	
Guffy, Edith,	Concord,	North Carolina
	A.B. (Duke), Education, Psychology. (S)	
Guffy, Lois,	Concord,	North Carolina
	A.B. (Duke), History.	
Gupton, Irene Purnell,	Wood,	North Carolina
	A.B. (Duke), English, French. (S)	
Haddock, Richard Abraham,	Durham,	North Carolina
	A.B. (Duke), Education, History. (S)	
Hales, Charles Albert,	Norfolk,	Virginia
	A.B. (Randolph-Macon), Economics, History. (S)	
Hall, James Henry,	Statesville,	North Carolina
	A.B. (Davidson), English, French.	
*Hamilton, Charles Everette,	Monroe,	North Carolina
	A.B. (Duke), Psychology, Education.	
Hampton, Vivian Tilley,	Durham,	North Carolina
	A.B. (Greensboro), Education. (S)	
Hardaway, Richard Travis,	Durham,	North Carolina
	A.B. (Duke), German, English.	
Hardy, Jerry David,	High Point,	North Carolina
	A.B. (Elon), S.T.B. (Westminster Theological Seminary), Zoology.	
Harrell, Stanley Claudius,	Durham,	North Carolina
	A.B., A.M. (Elon), B.D. (Union Theological Sem., Richmond), Psychology, New Testament.	
Harris, Florence Catherine,	Washington,	North Carolina
	A.B. (Duke), History. (S)	
Harriss, Hyman LeRoy,	Greenville,	North Carolina
	A.B. (Atlantic Christian College), History, German. (S)	
Harward, Morata Beatrice,	Durham,	North Carolina
	A.B. (Duke), French. (S)	
Hatchett, Nancy Johnston,	Durham,	North Carolina
	A.B. (N. C. College for Women), Economics.	
Hayes, Samuel Banks, Jr.,	Greer,	South Carolina
	A.B. (Presbyterian College, S. C.), History. (S)	
Hefley, Harold Martin,	Norman,	Oklahoma
	B.S., M.S. (University of Oklahoma), Zoology.	
Henderson, Bernadine,	Moultrie,	Georgia
	A.B. (Flora McDonald College), History.	
Herndon, Clyde,	Ehrhardt,	South Carolina
	A.B. (Furman), Education, History. (S)	
Hinkle, Lawrence Earl,	Raleigh,	North Carolina
	A.B. (University of Colorado), A.M. (Columbia), German.	

\* The degree of Bachelor of Arts will be conferred in June, 1928.



Hinson, Kate Townsend,	Hickory,	North Carolina
	A.B. (Lenoir-Rhyne), Education. (S)	
Hodges, John Kennedy,	Denmark,	South Carolina
	A.B. (Wofford College), Chemistry, Physics.	
Holl, Frederick John,	Buffalo,	New York
	B.S. (University of Buffalo), M.S. (Wisconsin), Zoology.	
Holloway, Marion Edith,	West Durham,	North Carolina
	A.B. (Duke), Bible, Economics, Psychology. (S)	
Holt, James Thomas,	Blanche,	North Carolina
	A.B. (Duke), Education, History. (S)	
Honeycutt, Charles Bailey,	Raleigh,	North Carolina
	A.B. (University of North Carolina), History, Economics.	
*House, Ray Weldon,	Cooleemee,	North Carolina
	A.B. (Duke), Education, French.	
Hunter, Annie May,	Henderson,	North Carolina
	A.B. (N. C. College for Women), English.	
Hunter, Henry Reid,	Atlanta,	Georgia,
	A.B. (Duke), M.A. (Columbia), Education. (S)	
Hunter, Lillian Maude,	Sanford,	North Carolina
	A.B. (Duke), Chemistry. (S)	
Irby, Margaret,	Enfield,	North Carolina
	A.B. (Elon), Education. (S)	
Jefferies, Irene,	Gaffney,	South Carolina
	A.B. (John B. Stetson), Education. (S)	
Jenkins, Agnes Estelle,	Ayden,	North Carolina
	A.B. (Atlantic Christian College), Education. (S)	
Jenkins, Theodore Roosevelt,	Durham,	North Carolina
	A.B. (Duke), Chemistry. (S)	
Jennings, Frances Wardlaw,	Shelby,	North Carolina
	A.B. (Brenau), Biology. (S)	
Jerome, James Daniel,	Rose Hill,	North Carolina
	A.B. (Duke), Education. (S)	
Johnson, Annie Blanche,	Lillington,	North Carolina
	A.B. (Duke), French. (S)	
Johnson, Daniel Sloan,	Burgaw,	North Carolina
	A.B. (Duke), Bible, Education. (S)	
Johnson, Elby Sterling,	Greensboro,	North Carolina
	A.B. (Elon), Education. (S)	
Jones, Jimmie,	Laurinburg,	North Carolina
	A.B. (N. C. C. W.), Education, History. (S)	
Judd, Bessie Fogle,	Broadway,	North Carolina
	A.B. (University of Kentucky), Mathematics. (S)	
Judd, Melvin Hayes,	Broadway,	North Carolina
	A.B. (University of Kentucky), M.A. (Peabody), Education. (S)	
Kanoy, Donald Wooley,	Troy,	North Carolina
	A.B. (Duke), Education, History.	
Kearney, May Belle,	Durham,	North Carolina
	A.B. (Duke), Education, English.	
Keech, James Maynard,	Tarboro,	North Carolina
	A.B. (Duke), Economics.	

\* The degree of Bachelor of Arts will be conferred in June, 1928.

Kellam, William Porter,	McLeansville,	North Carolina
	A.B. (Duke), Education, History. (S)	
Kendrick, Maude Elizabeth,	Fallston,	North Carolina
	A.B. (Elon), Education. (S)	
Kirkpatrick, Donald Everette,	Swepsonville,	North Carolina
	A.B. (Duke), Physics, Mathematics.	
Knox, Jack Hudgens,	Paw Creek,	North Carolina
	B.S. (The Citadel), Education. (S)	
Kolb, Ernest Connors,	Sumter,	South Carolina
	A.B. (Furman), Th.B. (Southern Baptist Seminary), Church History, History of Religion, History.	
Kumro, Donald Milheim,	Tonawanda,	New York
	B.S. (University of Buffalo), M.S. (University of Illinois), Chemistry.	
Lackey, Oscar Napoleon,	Hico,	Texas
	A.B. (Valparaiso), A.M. (Duke), Chemistry, Physics.	
Latta, Alexander Bruce,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Leake, Russell Ingram,	Rich Square,	North Carolina
	A.B. (Duke), Education. (S)	
Lee, Albert Evans,	Monroe,	North Carolina
	A.B. (Mercer), Education. (S)	
Lee, Mildred,	Monroe,	North Carolina
	A.B. (Duke), Education. (S)	
LeGwin, Mary McCullen,	Wilmington,	North Carolina
	A.B. (Duke), Education, English. (S)	
Lineberry, Mabel Ruth Crumpler,	Mars Hill,	North Carolina
	A.B. (Duke), French. (S)	
Little, Mary Evelyn,	Suffolk,	Virginia
	A.B. (University of Richmond), Zoology, Chemistry.	
Logan, Leslie Emory,	Pembroke,	North Carolina
	A.B. (University of New Mexico), Education, History.	
Lohr, Elida Emmeline,	Vale,	North Carolina
	A.B. (Lenoir-Rhyne), Education, English, Mathematics.	
Long, Albert Anderson,	Farmington,	North Carolina
	A.B. (University of North Carolina), Education. (S)	
Long, Mattie Louise,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Lotspeich, Jane Inman,	Morristown,	Tennessee
	A.B. (Tusculum College), History, Economics.	
McCain, James Allen,	Greenville,	South Carolina
	A.B. (Wofford), English.	
McCain, John Walker,	Waxhaw,	North Carolina
	A.B. (Newberry), A.M. (University of North Carolina), Education. (S)	
McCall, Jerome Rivers,	Florence,	South Carolina
	A.B. (Wofford), English, French.	
McCoy, Samuel Jesse,	Holly Hill,	South Carolina
	A.B. (Wofford), English, German.	
McDonald, Addie Reade,	Lillington,	North Carolina
	A.B. (Duke), Education. (S)	
McDonald, Monnie Mary,	Lillington,	North Carolina
	A.B. (Duke), French. (S)	
McDonald, Ralph Waldo,	Paragould,	Arkansas
	A.B. (Hendrix College), A.M. (Duke), Education, Economics.	

- McFee, Earl Puette, Asheville, North Carolina  
A.B. (Duke), Chemistry, Physics.
- McIntyre, Kate Arrowood, Lillington, North Carolina  
B.L. (Flora MacDonald), Education. (S)
- McKinney, William Harold, Saluda, North Carolina  
B.A. (Furman), Education, English. (S)
- McRae, Luther Cecil, Durham, North Carolina  
A.B. (Duke), Education, English. (S)
- Mabry, Carl Edward, Norwood, North Carolina  
A.B. (Duke), Education. (S)
- Mabry, William Alexander, Ridgeway, North Carolina  
A.B. (Duke), History, Economics.
- Manchester, Alan Krebs, Asheville, North Carolina  
A.B. (Vanderbilt), A. M. (Columbia), History.
- Maness, Levi Rufus, Hemp, North Carolina  
A.B. (Duke), Mathematics, Education. (S)
- Mansfield, Mamie, West Durham, North Carolina  
A.B. (Duke), Education. (S)
- Marable, William Irvine, Finneywood, Virginia,  
A.B. (William and Mary), A.M. (University of Virginia), English, History.
- Martin, Isabel, Durham, North Carolina  
A.B. (Duke), Education. (S)
- Martin, Telulah Estelle, Laurens, South Carolina  
A.B. (Winthrop), Education. (S)
- Martin, Thomas Leon, Durham, North Carolina  
A.B. (Duke), Biology. (S)
- Matheny, Voris Awilda, Durham, North Carolina  
A.B. (Duke), Biology, Education. (S)
- Mathews, Joseph Chesley, Jacksonville, Florida  
A.B. (Furman), English, German.
- Mathews, Willie Moore, Fayetteville, North Carolina  
A.B. (Coker), Education. (S)
- Mingus, Sigmon Henry, Connelly Springs, North Carolina  
A.B. (Duke), History, Education.
- Mercer, Almon Ervin, Washington, North Carolina  
A.B. (Duke), Education. (S)
- Meredith, Flora Marie, Fort Pierce, Florida  
A.B. (Duke), Education. (S)
- Michaels, Susie Gregory, Durham, North Carolina  
A.B. (Duke), M.A. (Columbia), Spanish. (S)
- Moffitt, Walter Volentine, Dayton, Tennessee  
B.B.A. (University of Chattanooga), Economics.
- Moore, Catherine, Roxboro, North Carolina  
A.B. (N. C. C. W.), Education. (S)
- Moore, Roy, Duncan, South Carolina  
A.B. (Wofford), Education. (S)
- Morgan, Charles Henry, Durham, North Carolina  
A.B. (University of Richmond), English, History.
- Morris, Clara Elizabeth, Oxford, North Carolina  
A.B. (Duke), English, History. (S)
- Morris, William Edward, Jr., W. Birmingham, Alabama  
A.B. (Birmingham-Southern), English, History.

Morrison, Harriet Newell,	Maxton,	North Carolina
A.B. (University of North Carolina), Latin, History. (S)		
Mumford, Lawrence Quincy,	Hanrahan,	North Carolina
A.B. (Duke), English.		
Murchison, Margaret Louine,	Raleigh,	North Carolina
B.S. (N. C. C. W.), Education. (S)		
Murray, Mary Wilson,	Durham,	North Carolina
A.B. (Greensboro), Education. (S)		
Myers, Mildred Florence,	Durham,	North Carolina
A.B. (Duke), German.		
Nance, Annie Jeanette,	Asheville,	North Carolina
A.B. (Greensboro College), Education, French, History. (S)		
Newell, John Hunter,	Warrenton,	North Carolina
A.B. (Duke), Education, History. (S)		
Newman, Charles Everett,	Virgilina,	Virginia
A.B., M.S. (Elon), Bible, Education, Religious Education. (S)		
Nichols, Hugh Lester,	Durham,	North Carolina
A.B. (Duke), Bible, Education. (S)		
Nichols, Penelope Ann,	Durham,	North Carolina
A.B. (Duke), Bible, Education, French. (S)		
†Nicholson, Maude Lucile,	Lenoir,	North Carolina
A.B. (Duke), French. (S)		
Nix, Rosalind,	Shelby,	North Carolina
A.B. (N. C. College for Women), History.		
Orfield, Lester Bernhardt,	Minneapolis,	Minnesota
A.B., LL.B. (University of Minnesota), Economics, Political Science.		
Parham, Lillian Susienne,	East Durham,	North Carolina
A.B. (Duke), Bible, French, Education. (S)		
Parker, Iola,	Rocky Mount,	North Carolina
A.B. (N. C. C. W.), Education, Mathematics. (S)		
Parker, Wixie Elma,	Durham,	North Carolina
A.B. (Duke), Education. (S)		
Parrish, Allene Marie,	Durham,	North Carolina
A.B. (Duke), Education, English. (S)		
Payne, Charlotte,	Hickory,	North Carolina
A.B. (Lenoir-Rhyne), Education, English. (S)		
Peele, Raymond,	Farmville,	North Carolina
A.B. (Duke), Education. (S)		
Pegg, Jabes Paul,	Guilford College,	North Carolina
A.B. (University of North Carolina), English, Religion.		
Perry, Eustace Rivers,	Durham,	North Carolina
A.B. (Duke), History. (S)		
Phillips, Edward Lindsay,	Durham,	North Carolina
A.B. (Duke), Economics.		
Pickett, Henry Floyd,	Durham,	North Carolina
A.B. (Duke), Education. (S)		
Plummer, Robert Edward Lee,	Crumpler,	North Carolina
A.B., A.M. (Duke), History, Education. (S)		
Potter, Robert Duhaime,	Buffalo,	New York
B.S. (University of Buffalo), Physics, Mathematics.		

† Duke University study group in France.

- Powell, Thomas Edward, Jr.,      Elon College,      North Carolina  
     A.B. (Elon), A.M. (University of North Carolina), Zoology.
- Pridgen, Lorraine Isley,            Durham,      North Carolina  
     A.B. (Duke), Education.
- Purdy, Sara Louise,                Oriental,      North Carolina  
     A.B. (Duke), Education, Mathematics.
- Ramsey, James Earl,             Denver,      North Carolina  
     A.B. (Duke), Economics, History, Education. (S)
- Rath, Harry Nicholas,            Miami,      Florida  
     A.B. (University of Michigan), Education. (S)
- Rhine, Joseph Banks,             Greenwich,    Ohio  
     B.S., Ph.D. (University of Chicago), Psychology.
- Rhine, Louise Ella,                Greenwich,    Ohio  
     B.S., Ph.D. (University of Chicago), Psychology.
- Rigsbee, Edith Leigh,            Durham,      North Carolina  
     A.B. (Duke), Education. (S)
- Robinson, Amy Elizabeth,         Kings Mountain, North Carolina  
     A.B. (Flora Macdonald), Mathematics. (S)
- Robinson, Ethyl Alene,          Forest City,   North Carolina  
     A.B. (Duke), English, French. (S)
- Rooker, Bessie Alice,             Norlina,      North Carolina  
     A.B. (Duke), Education, History.
- Rudasill, Dwight Armstrong,     Roanoke,      Virginia  
     A.B. (Roanoke College), Education, Mathematics.
- Rumbold, Dean Warren,            Tonawanda,    New York  
     B.S. (University of Buffalo), Zoology.
- Russell, Marcia Rachel,          Durham,      North Carolina  
     A.B. (Earlham College), Psychology, Philosophy.
- Sanderson, Jesse Ormond,        Nashville,    North Carolina  
     A.B. (Duke), Education. (S)
- Saylor, John Henry,               Fredericktown, Missouri  
     A.B. (Southern Methodist University), Chemistry, Physics.
- Shafer, Julia Simpson,          Horseshoe,    North Carolina  
     A.B. (Emory and Henry), English, French. (S)
- Shockley, Iva Elizabeth,         Durham,      North Carolina  
     A.B. (Duke), Education, History. (S)
- Shooter, Sara Carolyne,         Lumberton,    North Carolina  
     A.B. (Duke), History. (S)
- Shuford, Norris Valentine,      Lawndale,     North Carolina  
     A.B. (Duke), Bible, History, Psychology. (S)
- Simpson, Elmer Mitchell,        Horseshoe,    North Carolina  
     A.B. (Duke), Education, History. (S)
- Simpson, William Hays,            Frederick,    Maryland  
     A.B. (Tusculum College), Economics, History.
- Sledd, Warren Candler,            Decatur,      Georgia  
     A.B. (Emory), A.M. (Duke), Latin.
- Smathers, Robert Hoyle,         Canton,      North Carolina  
     A.B. (Duke), Education. (S)
- Smith, Sarah Olive,             York,         South Carolina  
     B.S. (Guilford), Mathematics, Education. (S)
- Snow, Denny Alexander,         Reidville,    South Carolina  
     A.B. (Wofford), Education. (S)

Snuggs, Henry Lawrence,	Albemarle, A.B. (Wake Forest), English, Latin.	North Carolina
Stack, Norman Leroy,	Trenton, A.B. (Duke), Education. (S)	North Carolina
Stackhouse, Arva Eastwood,	Greenville, A.B. (Franklin College, Indiana), History.	South Carolina
Stephens, Ervin Duke,	Lillington, A.B. (Duke), English. (S)	North Carolina
Stevenson, Arthur Linwood,	Stem, A.B. (Randolph-Macon), B.D. (Vanderbilt), A.M. (Duke), Religious Education, Psychology.	North Carolina
Stewart, Sara,	Charlotte, A.B. (Randolph-Macon Woman's College), Mathematics, Education.	North Carolina
Strother, Eura Vance,	Franklinton, A.B. (Duke), English.	North Carolina
Sugden, Herbert Wilfrid,	Asheville, A.B. (Harvard), English, History, French. (S)	North Carolina
Sykes, Paul Green,	Durham, B.S. (Wake Forest), Education. (S)	North Carolina
Talley, Ella Elizabeth,	Beaver Dam, B.S. (State Teachers College, Va.), Education. (S)	Virginia
*Tandy, Elise Lloyd,	Durham, A.B. (Duke), Education, History. (S)	North Carolina
Taylor, Winnie Lee,	Harley, A.B. (Duke), Education, English. (S)	North Carolina
Teeter, Marvin Frank,	Mt. Pleasant, A.B. (Duke), History. (S)	North Carolina
Thompson, Hazel Elizabeth,	Mt. Gilead, A.B. (Duke), Education. (S)	North Carolina
Thompson, Jessie Florinda,	Gibson, A.B. (Greensboro College), A.M. (Duke), History, Education. (S)	North Carolina
Tilley, Nannie Mae,	Bahama, A.B. (N. C. C. W.), History, Education. (S)	North Carolina
Tower, Ralph Burnett,	Elon College, B.B.A., M.B.A. (Boston University), Economics.	North Carolina
Turnipseed, Marie,	Athens, A.B. (University of Georgia), Mathematics, Education.	Georgia
Umstead, Lucy Waller,	Durham, A.B. (Duke), Education. (S)	North Carolina
Walker, Elizabeth Scott,	Durham, A.B., A.M. (Duke), Education, Religious Education. (S)	North Carolina
Waller, Lucy,	Durham, A.B. (Duke), English.	North Carolina
Ward, Charles Eugene,	Wellsville, A.B. (Baker Univ.), English, History. (S)	Ohio
Warren, Ryland Morton,	Winston-Salem, B.S. (University of Virginia), M.S. (University of Iowa), Education, Psychology, Religious Education. (S)	North Carolina
Warren, William Franklin,	Durham, A.B. (Elon), M.A. (University of North Carolina), Education. (S)	North Carolina
Waters, Audley Eugene,	Woodcliff, B.S. (University of Georgia), Education, Mathematics.	Georgia

\* The degree of Bachelor of Arts will be conferred in June, 1928.

Watts, Hessie,	Mooresville,	North Carolina
	A.B. (Duke), English, History.	
Wells, Bertie Lucille,	White Stone,	South Carolina
	A.B. (Winthrop), Education. (S)	
Wescott, Mary Yeula,	Durham,	North Carolina
	A.B. (Duke), History. (S)	
Whaley, Otis,	Fordtown,	Tennessee
	B.S. (East Tennessee Teachers College), Education, Economics, History.	
Whitener, Annie Elizabeth,	Denver,	North Carolina
	A.B. (Greensboro College), History, Economics.	
Wilkerson, Beulah Ruth,	West Durham,	North Carolina
	A.B. (Duke), Education, History.	
Wiegand, Lucy M.	Durham,	North Carolina
	A.B. (Agnes Scott), Education. (S)	
Wilkerson, Starling Dwight,	Kenly,	North Carolina
	A.B. (Duke), Education, History. (S)	
Wilson, Agnes Louise,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Wilson, Elizabeth Gladys,	Durham,	North Carolina
	A.B. (Duke), Education. (S)	
Winston, Laura Fleming,	Skipwith,	Virginia
	A.B. (Duke), Education, English. (S)	
Woody, Robert Hilliard,	Louisville,	Kentucky
	Ph.B. (Emory), History, Economics.	
Wrenn, Samuel Nathaniel,	Henderson,	North Carolina
	A.B. (Duke), Chemistry, Physics.	
Wynne, George Baker,	Enfield,	North Carolina
	A.B. (Duke), History, Education.	
Yoder, John Yates,	Hickory,	North Carolina
	A.B. (Lenoir-Rhyne), Education. (S)	
Young, Rena Gibbon,	Charlotte,	North Carolina
	A.B. (Randolph-Macon W. C.), History, Economics. (S)	

## SENIOR CLASS

— Abernethy, L. Ethel,	Fuquay Springs,	North Carolina
— Alexander, Welborn Excell,	Connelly Springs,	North Carolina
— Atwood, Theodore Winslow,	Durham,	North Carolina
— Austin, William Edwin,	Durham,	North Carolina
— Avett, Margie Louise,	Norwood,	North Carolina
— Bailey, Edward Cunningham,	Greer,	South Carolina
— *Beall, Lawrence Lincoln,	Durham,	North Carolina
— Beasley, Wilbur Morris,	Apex,	North Carolina
— Bennett, Charles Glenn,	Durham,	North Carolina
— Bennett, Mable Mary,	West Durham,	North Carolina
— *Biggerstaff, Frank Malcolm,	Forest City,	North Carolina
— Bishop, Lyman H.,	Durham,	North Carolina
— Bivens, Harry Lee,	Monroe,	North Carolina
— Blackwell, Margaret Clarke,	Waynesville,	North Carolina
— Blalock, Sallie Verona,	Willow Springs,	North Carolina
— Boggs, Pearl,	Statesville,	North Carolina
— Bowles, Charles Phillips,	Guilford College,	North Carolina
— *Bowling, Jackson,	Durham,	North Carolina
— Bradsher, Kenneth Arthur,	Hurdle Mills,	North Carolina
— Bridgers, Mamie,	Conway,	North Carolina
— Brigsalsky, Philip Israel,	Chelsea,	Massachusetts
— *Brock, Ikie,	Richlands,	North Carolina
— Brock, Yetta Dean,	Maysville,	North Carolina
— Brogden, Fannie Elizabeth,	Durham,	North Carolina
— Brothers, John Able,	Elizabeth City,	North Carolina
— Burch, James Charlie Horton,	Durham,	North Carolina
— Burnette, Hilda Long,	Tarboro,	North Carolina
— Burt, Lucy Perry,	Louisburg,	North Carolina
— Burwell, John Cole, Jr.,	Warrenton,	North Carolina
— *Cannon, David Primrose,	Washington,	D. C.
— Carpenter, Clarence Ray,	Cherryville,	North Carolina
— Carpenter, Virginia Magnolia,	Durham,	North Carolina
— Carstarphen, Bryant Bennett,	Williamston,	North Carolina
— Cartwright, Ella Zena,	Fairfield,	North Carolina
— Chandler, Helen Deane,	Gastonia,	North Carolina
— Chandler, Lillian Alice,	Morrisville,	North Carolina
— Chandler, Minnie Elizabeth,	Durham,	North Carolina
— Christian, Nellie Elizabeth,	Durham,	North Carolina
— Colclough, Otho Thomas,	Durham,	North Carolina
— Cole, Cary Colgate,	Durham,	North Carolina
— Coleman, Thomas Rupert,	Lyons,	North Carolina
— *Cooke, Cecil Edward,	Durham,	North Carolina
— Cotton, Albert Henry,	Durham,	North Carolina
— Covington, Hugh Buie,	Lawndale,	North Carolina
— *Cox, Grace Winnifred,	Durham,	North Carolina
— Cranford, Evolyn Herman,	Asheboro,	North Carolina

\* Completed the requirements for graduation in summer school.



Cranford, Robert Joshua,	Albemarle,	North Carolina
—Craven, Margaret Elizabeth,	Bahama,	North Carolina
—Cross, Alice Roane,	Marion,	North Carolina
—Cross, Lethia Elizabeth,	West Durham,	North Carolina
—Crowder, Cecil Robert,	Durham,	North Carolina
*Crowder, Willie Evelyn,	Woodsdale,	North Carolina
—Culp, Harry Richmond,	East Spencer,	North Carolina
—*Davis, Emma Jeffreys,	Goldsboro,	North Carolina
—Davis, Theodore Alston,	Pamplin,	Virginia
—Deaton, Laura Belle,	Raeford,	North Carolina
—Dimmette, Joel Walter,	Vanceboro,	North Carolina
—Drake, William Caswell,	Macon,	North Carolina
—Dunn, Millard Charles,	Charlotte,	North Carolina
—Edmonson, Irma Iris,	Durham,	North Carolina
—Edwards, Christine Dixon,	Hookerton,	North Carolina
—Edwards, Earl Bowling,	East Durham,	North Carolina
—Edwards, Eugene Wahab,	Belhaven,	North Carolina
*Elliott, Lalin Gladys,	Durham,	North Carolina
—Elmore, George Roy,	Lowell,	North Carolina
—Enos, Alvan Bush,	Lenoir,	North Carolina
—Ervin, Paul Revere,	Charlotte,	North Carolina
—Ervin, William Howard,	Durham,	North Carolina
—Falls, Charles Boyce, Jr.,	King's Mountain,	North Carolina
—Farr, William Beatty, Jr.,	Clinton,	South Carolina
—Faucette, Viola Winfield,	Durham,	North Carolina
—Finley, Frank Alfred,	Asheville,	North Carolina
—Finley, Robert Corpening,	Asheville,	North Carolina
—Floyd, William Carlton,	Fairmont,	North Carolina
—Frazier, William Guthrie, Jr.,	Durham,	North Carolina
—Fulp, George Vance, Jr.,	Kernersville,	North Carolina
—Fulton, Ken Etta Alice,	Independence,	Virginia
—Garrard, Nellie Combs,	Durham,	North Carolina
—Garren, Martin Thompson,	Hendersonville,	North Carolina
*Glasson, Mary Embry,	Durham,	North Carolina
—Goldberg, Harold Leon,	Durham,	North Carolina
—Goldwin, Richard Hobart,	Brooklyn,	New York
—Grady, Nancy Ida,	Asheville,	North Carolina
*Grant, Elizabeth Carter,	Durham,	North Carolina
—Grant, Minnie Spencer,	Durham,	North Carolina
*Gray, Jarome Christopher,	Gray Court,	South Carolina
—Greene, Zula Mae,	Roxboro,	North Carolina
—Griffin, Mabel Jeannette,	West Durham,	North Carolina
—Grigg, Ben Fred,	Gastonia,	North Carolina
*Grose, James Chalmus,	Forest City,	North Carolina
*Guffy, Edith,	Concord,	North Carolina
—Hamilton, Charles Everett, Jr.,	Monroe,	North Carolina
—Hamlin, William Thomas,	Durham,	North Carolina
—Hammond, Alfred F., Jr.,	Pollocksville,	North Carolina

\* Completed the requirements for graduation in summer school.

*Hardaway, Elizabeth Annie,	Durham,	North Carolina
Hardin, Lawrence Legare, Jr.,	Clover,	South Carolina
Harris, Arthur Parker, Jr.,	Albemarle,	North Carolina
Hart, William Albert,	Easley,	South Carolina
Hatcher, Robert Lee, Jr.,	Winston-Salem,	North Carolina
*Hatchett, Edward Wallace,	Yanceyville,	North Carolina
Hayes, Walter Harold,	Durham,	North Carolina
Haywood, Ernest Lee,	Waxhaw,	North Carolina
Helms, Rufus Marshall,	Morehead City,	North Carolina
*Herman, Alice Palmer,	Charlotte,	North Carolina
Hester, Hanselle Lindsay,	Winston-Salem,	North Carolina
Hewitt, Thomas Frederick,	Kinston,	North Carolina
Hinnant, Mrs. Irene Baucom,	West Durham,	North Carolina
Hoey, Isabel Young	Shelby,	North Carolina
Holton, Alford Jesse,	Durham,	North Carolina
Hood, George Franklin,	Vale,	North Carolina
House, Robert Lee,	Franklinton,	North Carolina
House, Ray Weldon,	Cooleemee,	North Carolina
Howell, Hugh Johnson,	Asheville,	North Carolina
Hubbard, Leila,	Fayetteville,	North Carolina
Huckabee, Ellen Harris,	Albemarle,	North Carolina
Hunter, James Magruder, Jr.,	Turkey,	North Carolina
Israel, Kate Ola,	Fletcher,	North Carolina
*James, Clarence Henry,	Mount Olive,	North Carolina
Jarvis, Marina Estmere,	Swan Quarter,	North Carolina
Jenkins, Wilbert Armonde,	West Durham,	North Carolina
Jones, Beryl,	Durham,	North Carolina
Jones, Faylene,	East Durham,	North Carolina
Jones, Otho Jerome, Jr.,	Rutherford College,	North Carolina
Judd, Glenn Ballentine,	Varina,	North Carolina
Kelley, Douglas Leffingwell,	Wilmington,	North Carolina
Kelly, Rhoda Athadeene,	West Durham,	North Carolina
*Kennedy, Joseph Everett,	Greensboro,	North Carolina
Kidd, John G.,	Center,	Texas
*Kiker, Frank Wade,	Polkton,	North Carolina
Kirkpatrick, Charles Atkinson,	Gastonia,	North Carolina
Kirkpatrick, Rebecca,	Gastonia,	North Carolina
Kramer, Willis Krebs,	Elizabeth City,	North Carolina
Lagerstedt, Kenneth Raymond,	Brockton,	Massachusetts
*Lathan, Warren Leonard,	Monroe,	North Carolina
Laws, Thelma,	Moravian Falls,	North Carolina
Lec, Virginia Jennings,	Portsmouth,	Virginia
Leight, Edwin Milton,	Walkertown,	North Carolina
Lemmond, Harry,	Indian Trail,	North Carolina
Litaker, Charles Hart,	Charlotte,	North Carolina
Lotz, John Henry, Jr.,	Pinebluff,	North Carolina
Lumpkin, Donald Richard,	Durham,	North Carolina
McDowell, Gladstone Wadley,	Waynesville,	North Carolina

\* Completed the requirements for graduation in summer school.

McKenzie, Elizabeth C.,	Simmonsville,	South Carolina
McKenzie, Willie Nelson, Jr.,	Gibson,	North Carolina
Malick, Clay Packer,	Durham,	North Carolina
Malone, Eva Candler,	Villa Rica,	Georgia
Maness, Madison Ward,	Rowland,	North Carolina
*Martin, Lucile,	Mocksville,	North Carolina
Martin, Sidney Allison,	Waynesville,	North Carolina
Matheson, Joe Kenneth,	Troutman,	North Carolina
Matheson, Malcolm Randle,	Raeform,	North Carolina
Mercer, Seymour Esmond,	Durham,	North Carolina
Miller, Charles Henderson, Jr.,	Salisbury,	North Carolina
Mills, Catherine,	Charlotte,	North Carolina
*Mingus, Mary Antoinette,	Connelly Springs,	North Carolina
Mitchell, John Howard,	Ardmore,	Pennsylvania
Morgan, John Wesley,	Selma,	North Carolina
Morgan, William Raney, Jr.,	Prospect Hill,	North Carolina
Myrick, Annie Lou,	Durham,	North Carolina
Newbold, William Bradsher,	Raleigh,	North Carolina
Newman, Sallie Banks,	Leasburg,	North Carolina
Newsom, Dallas Walton, Jr.,	Durham,	North Carolina
Nichols, Henry Archibald,	Asheville,	North Carolina
Osborne, Gladys Helen,	Canton,	North Carolina
Parker, Edith Gibbons,	Gastonia,	North Carolina
Parker, Louise Pierce,	Rocky Mount,	North Carolina
Pegram, Allen Woosley,	Winston-Salem,	North Carolina
Petty, Clara Octavia,	Durham,	North Carolina
Phipps, Cynthia Celene,	Independence,	Virginia
Pigford, James Marvin,	Wallace,	North Carolina
Poe, Marguerite,	East Durham,	North Carolina
*Pope, Samuel Allen,	West Durham,	North Carolina
Priest, Thomas Allen,	Lumber Bridge,	North Carolina
Purdy, Lewis William,	Oriental,	North Carolina
Quern, Noreen M.,	Charlotte,	North Carolina
Rankin, Charles Elmer,	Boone,	North Carolina
Reed, Minthorne Woolsey,	Waynesville,	North Carolina
Regan, James Robert,	Hope Mills,	North Carolina
Rogers, Lillian Bernice,	Charlotte,	North Carolina
Rogers, William Stewart,	Asheville,	North Carolina
Ross, Claiborne Carl,	East Durham,	North Carolina
Rosser, Mary Hazel,	Cameron,	North Carolina
Royster, Marvin Everett,	Lincolnton,	North Carolina
*Ruark, Robert James,	Raleigh,	North Carolina
Saunders, Harry Ivory,	Scotts Hill,	North Carolina
Sawyer, Roma Elizabeth,	Durham,	North Carolina
Scarboro, Anita,	Kannapolis,	North Carolina
Schallert, Dorothy Amaryllys,	Winston-Salem,	North Carolina
Shaw, Thomas Jefferson, Jr.,	Greensboro,	North Carolina
Shaw, William Henry,	Durham,	North Carolina

\* Completed the requirements for graduation in summer school.

*Sherrill, Edith,	Cornelius,	North Carolina
Sherrill, Mildred,	Cornelius,	North Carolina
*Shuford, Norris Valentine,	Lawndale,	North Carolina
Shumaker, Ralph Baxter,	Salisbury,	North Carolina
*Shutt, Thomas Samuel,	Advance,	North Carolina
Sloan, Louise Withers,	Davidson,	North Carolina
Smathers, Cecil Eugene,	Hendersonville,	North Carolina
Smith, Emma Lee,	Durham,	North Carolina
Speed, William Moore, Jr.,	Durham,	North Carolina
Spruill, Theodore Reynold,	Mackeys,	North Carolina
Sronce, John Alexander,	Andrews,	North Carolina
Stamey, Eunice,	Greensboro,	North Carolina
Stanfield, William Wesley,	Jonesboro,	North Carolina
Stevens, Edith Virginia,	Richmond,	Virginia
Strawbridge, Ishmael Jennings,	West Durham,	North Carolina
Strother, Melissa Adelle,	Franklinton,	North Carolina
Stuart, Mary Wylie,	Monroe,	North Carolina
Sullivan, Jordan James,	Rockingham,	North Carolina
Swain, Louis Hall,	Durham,	North Carolina
Swaringen, Charles Clinton,	Albemarle,	North Carolina
Swofford, Thomas Hoyle,	Allenboro,	North Carolina
Tabor, Mary Louise,	Gilkey,	North Carolina
*Tandy, Mrs. Elise Lloyd,	Durham,	North Carolina
Taylor, Ethel May,	Kinston,	North Carolina
Taylor, John Ivor,	Salt Lake City,	Utah
Teague, Marvin DeRussell,	Siler City,	North Carolina
Thomas, Ralph Newton,	Rockingham,	North Carolina
Thompson, Bessie Virginia,	Norwood,	North Carolina
*Thompson, Emerson McLean,	Maxton,	North Carolina
*Thompson, Heyward Chevis,	Shelby,	North Carolina
*Thompson, Lily Frances,	Mt. Gilead,	North Carolina
Tilley, Ernest Clarence,	Durham,	North Carolina
Truesdale, James Nardin,	Rock Hill,	South Carolina
Tuttle, Robert Gregory, Jr.,	Greensboro,	North Carolina
Tyler, Marie,	Durham,	North Carolina
Umstead, Dan Holloway,	West Durham,	North Carolina
Vарner, John Wesley,	Concord,	North Carolina
Vaughan, Alma Lee,	Roanoke Rapids,	North Carolina
*Vause, Rubie Jackson,	Rocky Mount,	North Carolina
Walters, Murray Moses,	Monroe,	North Carolina
Warlick, Annie Selma,	Lawndale,	North Carolina
Warlick, Kathryn Rebecca,	Granite Falls,	North Carolina
Weaver, Charles Clinton, Jr.,	Winston-Salem,	North Carolina
Wesley, Lucy,	Barwick,	Georgia
Weston, Neila Elaine,	Swan Quarter,	North Carolina
White, Gladys Ruth,	West Durham,	North Carolina
Williams, Rachel Kramer,	Elizabeth City,	North Carolina
Wright, Samuel David,	Gibson,	North Carolina

\* Completed the requirements for graduation in summer school.

Zachary, Margaret Elizabeth,	Sanford,	Florida
Ziglar, Benjamin Holder,	Greensboro,	North Carolina

## FOURTH YEAR SPECIALS

Charles, Russell G.,	Conway,	Arkansas
Seabolt, Ruth,	Lumberton,	North Carolina

## JUNIOR CLASS

Abbott, Charles Francis,	Hingham,	Massachusetts
Abernathy, Thomas Edison,	East Durham,	North Carolina
Adams, Martha Lipscomb,	Danville,	Virginia
Agee, Cecil Sladden,	Arlington,	Alabama
Albergotti, James McAlpin, Jr.,	Orangeburg,	South Carolina
Anderson, Mary Louise,	Gastonia,	North Carolina
Anderson, Virginia Pearl,	Coward,	South Carolina
Ashley, Howard,	Boone,	North Carolina
Aycock, Clarence Bryan,	Fremont,	North Carolina
Barham, Paul F.,	Marion,	South Carolina
Barker, Felix Scott,	Silas Creek,	North Carolina
Berglund, Charles William, Jr.,	Superior,	Wisconsin
Berlin, Harry Irvin,	Greer,	South Carolina
Bevacqua, Frank Anthony,	Mt. Vernon,	New York
Biggs, Charles Grayson,	Lillington,	North Carolina
Bird, Matthew John,	Chelsea,	Massachusetts
Blalock, Monte Christian,	Raleigh,	North Carolina
Bolich, Marion Pinchbeck,	Winston-Salem,	North Carolina
Boone, John Simeon,	Jackson,	North Carolina
Boyett, Dunham Worth,	Smithfield,	North Carolina
Bradshaw, John William,	Relief,	North Carolina
Braswell, John William,	Demopolis,	Alabama
Brent, Fred Whaly,	Lynchburg,	Virginia
Broome, Oscar Whitfield,	Mineral Springs,	North Carolina
Brown, Cansan D.,	Traphill,	North Carolina
Brummitt, Fred G.,	Oxford,	North Carolina
Bruton, Ogden C.,	Mt. Gilead,	North Carolina
Bruton, Robert Bradley,	Candor,	North Carolina
Bunting, Elisha Harry,	New Bern,	North Carolina
Burke, John Locke,	Salisbury,	North Carolina
Caldwell, Annie Louise,	Monroe,	North Carolina
Candler, Coke,	Candler,	North Carolina
Carruthers, Joseph Tinnie, Jr.	Greensboro,	North Carolina
Carter, Martha Elizabeth,	Asheville,	North Carolina
Cavanaugh, Harold Rupert,	Southport,	North Carolina
Chesson, Martha Estelle,	Roper,	North Carolina
Christian, Linwood Barrett,	Durham,	North Carolina
Clay, Charles Wesley,	Greensboro,	North Carolina
Cleaver, James Andrew,	Concord,	North Carolina
Coffin, Harris Alexander,	Asheboro,	North Carolina

Conley, Mabel,	Lenoir,	North Carolina
Cook, Grady O'Neal,	Concord,	North Carolina
Cooke, Mrs. Salena Greene,	Durham,	North Carolina
Copeland, Rachel Victoria,	Windsor,	North Carolina
Corpening, Mason Reece,	Lenoir,	North Carolina
Cox, Alma Clarice,	Sanford,	North Carolina
Crabtree, Adrian Blair,	Durham,	North Carolina
Cranford, William Edwards,	Durham,	North Carolina
Crews, Catharine Hunt,	Oxford,	North Carolina
Cross, Pauline Eugenia,	Durham,	North Carolina
Cross, William Frank,	Sunbury,	North Carolina
Culbreth, Thomas Franklin, Jr.,	Fayetteville,	North Carolina
Curtis, Robert Arnold,	Kinston,	North Carolina
Daniel, John Webb,	High Shoals,	North Carolina
Davis, James Heath,	Monroe,	North Carolina
deBruyne, Jacob M. A.,	Durham,	North Carolina
Doxey, John Elwood,	Aydlett,	North Carolina
Draughon, Florence Margaret,	Whitakers,	North Carolina
Dunstan, William Edward, Jr.,	Elizabeth City,	North Carolina
Eanes, Thomas Shell, Jr.,	Lexington,	North Carolina
Earnhardt, Fred Wilcox,	Port Orange,	Florida
Earnhardt, William Crawford,	Port Orange,	Florida
Edwards, Moir Williamson,	Guilford College,	North Carolina
Ellison, Reuben Harold,	Winston-Salem,	North Carolina
Ervin, Everett Lamont,	Rutherfordton,	North Carolina
Ferguson, Hazel Elizabeth,	Waynesville,	North Carolina
Ferrell, Henry Clifton,	Elizabeth City,	North Carolina
Fischback, Howard,	Huntington,	West Virginia
Fordham, Mae,	Kinston,	North Carolina
Franko, Alfred M.,	Mount Vernon,	New York
Garrard, Mary Louise,	West Durham,	North Carolina
Gaskins, Charles W.,	Asheville,	North Carolina
Gay, Charlie Houston,	Charlotte,	North Carolina
Gentry, Thomas Oliver,	Roxboro,	North Carolina
Gibson, John Lauder,	Laurinburg,	North Carolina
Grady, Paul,	Kinston,	North Carolina
Greene, Bruce H.,	Greensboro,	North Carolina
Gregory, John M. Moody, Jr.,	Durham,	North Carolina
Griffin, Ashton Thomas,	Goldsboro,	North Carolina
Gunter, Ellen Mae,	East Durham,	North Carolina
Hall, Helen Monroe,	Durham,	North Carolina
Hancock, Mildred Doris,	Wilmington,	North Carolina
Hardee, Guy Taylor,	Ayden,	North Carolina
Hardison, Stewart Ralph,	Jamesville,	North Carolina
Hargrave, Charles Hamilton,	Lexington,	North Carolina
Harris, Clarence Lee,	Durham,	North Carolina
Harris, Isaac Emerson, Jr.,	Creedmoor,	North Carolina
Harrison, Russell Sage,	Pinetown,	North Carolina
Hathcock, Thomas Alexander,	Norwood,	North Carolina
Hauss, Mary Arden,	Thomasville,	North Carolina

Hayes, Annie Lucille,	Durham,	North Carolina
Haywood, Zoa Lee,	Durham,	North Carolina
Hester, Ernest Carrington,	Durham,	North Carolina
Hinton, Mildred J.,	Durham,	North Carolina
Hix, Edwin Jonathan,	Durham,	North Carolina
Holton, Mildred Elizabeth,	Miami,	Florida
Horne, Richard Caswell,	Winston-Salem,	North Carolina
Hudgins, Mildred Anne,	Marion,	North Carolina
Hughes, A. J., Jr.,	Fountain Inn,	South Carolina
Hughes, Mary Sue,	Durham,	North Carolina
Ingram, Thomas Wade,	Anniston,	Alabama
Ireland, William Nelson,	Hamptonville,	North Carolina
Jackson, David Kelly, Jr.,	Gastonia,	North Carolina
Johns, Hazel Virginia,	West Durham,	North Carolina
Johnson, Amos Neill,	Garland,	North Carolina
Johnson, Audrey Glenn,	Greensboro,	North Carolina
Johnston, Robert Milton,	Farmville,	North Carolina
Jones, Bernard H.,	Durham,	North Carolina
Keffer, Harry B.,	New Haven,	Connecticut
Kendrick, Charles Mattocks,	Fallston,	North Carolina
Kennedy, Katherine,	Durham,	North Carolina
Kilgo, Lawrence Harrell,	Anderson,	South Carolina
King, Elizabeth,	Albemarle,	North Carolina
King, Jennings Graham,	Laurinburg,	North Carolina
Klut, Lillie Mae,	West Durham,	North Carolina
Lamm, Roney William,	Wilson,	North Carolina
Larsen, Edith,	Kenosha,	Wisconsin
Leathers, Jessie Lewis,	West Durham,	North Carolina
LeGette, Mary,	Latta,	South Carolina
Logan, Frank Leslie,	Pembroke,	North Carolina
Lumley, Victor Allen,	Durham,	North Carolina
Lutz, Earl Hubert,	Fallston,	North Carolina
McCracken, Frank Webb, Jr.,	Sanford,	North Carolina
McCracken, Robert Fulton,	Winston-Salem,	North Carolina
McCreary, Gertrude Ethele,	Moline,	Illinois
McDonald, Agnes Mae,	Durham,	North Carolina
McDonald, Ralston Lattimore,	Erwin,	North Carolina
McGranahan, Lois Elizabeth,	Durham,	North Carolina
McNeill, Ruth Leslie,	Vass,	North Carolina
Mangum, Maynard,	Durham,	North Carolina
Maki, Tadakatsu,	Osaka,	Japan
Margolis, Reuben,	Durham,	North Carolina
Martin, Thomas Edward,	Danville,	Virginia
Masters, Vero R.,	Green Mountain,	North Carolina
Mayo, Louis Allen,	Durham,	North Carolina
Messner, Dorothy Evelyn,	Durham,	North Carolina
Michaels, Edward H.,	Durham,	North Carolina
Montgomery, Margaret Elizabeth,	Graham,	North Carolina
Moore, John Miller Davis,	New Straitsville,	Ohio
Moore, Luther Daniel,	Greenville,	North Carolina

Morgan, Eben Cornelius,	Winston-Salem,	North Carolina
Moyle, Monte Boddie,	Lillington,	North Carolina
Mulholland, Emma Lucille,	Durham,	North Carolina
Murnick, Mildred,	Durham,	North Carolina
Murray, George Marion,	Fallston,	North Carolina
Myers, Wade Hampton,	Edenton,	North Carolina
Neal, Joseph Walter,	Walnut Cove,	North Carolina
Neal, Joseph William,	Walnut Cove,	North Carolina
Newton, Thomas Hudson,	Gibson,	North Carolina
Nicks, Samuel Freeman, Jr.,	Hillsboro,	North Carolina
Owens, Frank Dearman,	Ingold,	North Carolina
Parrish, Grady Carlisle,	Durham,	North Carolina
Parrish, Robert Clifton,	West Durham,	North Carolina
Pearce, Claude Moore,	Timberlake,	North Carolina
Peele, Talmadge Lee,	Raleigh,	North Carolina
Pierce, William Alexander,	Weldon,	North Carolina
Pitts, William Reid,	Glen Alpine,	North Carolina
Pleasants, Annie Mays,	East Durham,	North Carolina
Poe, Henry Martyn,	Old Fort,	North Carolina
Pope, Liston Corlando,	Thomasville,	North Carolina
Pratt, Emmett Francis,	Ansonia,	Connecticut
Presson, Harry L.,	Monroe,	North Carolina
Ramsaur, Jackson Townsend,	W. Palm Beach,	Florida
Rayle, J. L.,	Summerfield,	North Carolina
Reade, Pamela Carolyn,	Rougemont,	North Carolina
Richardson, Jack,	Marlinton,	West Virginia
Richardson, Nathan S., Jr.,	Dover,	North Carolina
Rodrigues, Andres Pollarco,	Colombia,	South America
Rogers, Helen Mojeska,	Durham,	North Carolina
Roper, Richard Fred,	Washington,	Dist. Columbia
Rosenberg, Nelson G.,	Durham,	North Carolina
Rosenstein, Ray Ricky,	Durham,	North Carolina
Rouse, Juanita Elizabeth,	Cheraw,	South Carolina
Rowland, William T., Jr.,	Durham,	North Carolina
Scanlon, Mary Cuyler,	Durham,	North Carolina
Severance, William Ellis,	Lake City,	South Carolina
Shipp, Mary Elizabeth,	Durham,	North Carolina
Shuford, Mary Opal,	Durham,	North Carolina
Simpson, Mary E.,	East Durham,	North Carolina
Sink, Charles Varner,	Lexington,	North Carolina
Sloan, William Stringfield,	Waynesville,	North Carolina
Smith, Amos Glenn,	Reidsville,	North Carolina
Smith, Edwin Hardin,	Clover,	South Carolina
Smith, May Alice,	Erwin,	North Carolina
Stacy, Paul John,	Fallston,	North Carolina
Stallings, Robert Archibald,	Stantonsburg,	North Carolina
Starnes, Alvin Bradley,	Mineral Springs,	North Carolina
Starnes, Stoye Everette,	Monroe,	North Carolina
States, Louis Alva, Jr.,	Gastonia,	North Carolina



Steidley, Maybeth Marie,	High Point,	North Carolina
Stewart, Burton Gloyden,	Gloucester,	North Carolina
Stewart, Lillian Bridges,	Hiroshima,	Japan
Summerrow, Thomas Edward,	Gastonia,	North Carolina
Taylor, Helen,	Stovall,	North Carolina
Thompson, Arthur Leo,	Vass,	North Carolina
Thompson, Eddie Lyon,	Durham,	North Carolina
Thornton, Thomas Spruill,	Winston-Salem,	North Carolina
Tilley, Lester A.,	Hurdle Mills,	North Carolina
Tyson, Thomas David,	Mebane,	North Carolina
Umberger, Anita,	Concord,	North Carolina
Veasey, Paul David,	Durham,	North Carolina
Van Wagoner, Willis Bush,	Niagara Falls,	North Carolina
Varner, Robert Milton,	Concord,	North Carolina
Wannamaker, William H., Jr.,	Durham,	North Carolina
Wariner, William Henry, Jr.,	Ruffin,	North Carolina
Watson, Frances McNeill,	Jonesboro,	North Carolina
Weber, John Melvin,	Danville,	Virginia
Weber, Pauline Susan,	Danville,	Virginia
Werner, Margaret Louise,	Durham,	North Carolina
Westbrook, Dorothy Louise,	Franklin,	Virginia
Westbrook, William Hugh L.,	Franklin,	Virginia
White, John F., Jr.,	Ruffin,	North Carolina
Whitman, William Tate,	Boaz,	Alabama
Widenhouse, Edna Mae,	Kannapolis,	North Carolina
Williams, James Wesley,	Winston-Salem,	North Carolina
Williams, Robert Lee,	West Durham,	North Carolina
Wilson, Eula Louise,	Warren Plains,	North Carolina
Winchester, Ralph Lacy,	Summerfield,	North Carolina
Winstead, Leylah Opal,	Durham,	North Carolina
Woods, Ormah Hendon,	Durham,	North Carolina
Woodward, John Lisbon,	Richlands,	North Carolina
Wyche, Brooks Parham,	Dabney,	North Carolina
Wynne, Paul Prentiss,	Wynnburg,	Tennessee
Yarbrough, Edwin S., Jr.,	Durham,	North Carolina
Yarbrough, Mabel Claire,	Reidsville,	North Carolina
Yountz, James Ernest,	Southmont,	North Carolina

**THIRD YEAR SPECIAL**

Erwin, William A., Jr.,	Durham,	North Carolina
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**SOPHOMORE CLASS**

Adams, Spencer B., Jr.,	Greensboro,	North Carolina
Adams, William Carter,	Wilson,	North Carolina
Albright, Clara,	Henderson,	North Carolina
Alexander, Ernest Raymond,	Goldston,	North Carolina
Alexander, Luther Leon,	Charlotte,	North Carolina

Allen, Thomas Ellis, Jr.,	Durham,	North Carolina
Allison, Clyde C.,	Yanceyville,	North Carolina
Anders, Fred William,	Gastonia,	North Carolina
Anderson, Lacy Waverly,	Chatham,	Virginia
Andrews, Chester James,	Fairmont,	North Carolina
Andrews, Robert Skeen,	Mt. Gilead,	North Carolina
Angle, Luther Erwin,	Maywood,	Illinois
Applewhite, James William,	Stantonsburg,	North Carolina
Armfield, Harold Vincent,	Greensboro,	North Carolina
Arns, Herman Charles, Jr.,	New York,	New York
Arons, Edward Maurice,	New York,	New York
Ashmore, Mirian Larayne,	Chapel Hill,	North Carolina
Barden, Walter James, Jr.,	Durham,	North Carolina
Barker, Thomas Ralph,	Spencer,	North Carolina
Barnes, Roger Lewis,	Black Creek,	North Carolina
Barnette, Texie Elizabeth,	Woodsdale,	North Carolina
Battle, Margaret C,	Rocky Mount,	North Carolina
Baucom, Thomas Victor,	Durham,	North Carolina
Baucom, William Matthew,	Durham,	North Carolina
Baughman, Burr Hastings,	Hendersonville,	North Carolina
Baum, Milford Joseph,	Poplar Branch,	North Carolina
Bell, Florence Evelyn,	Rocky Mount,	North Carolina
Belue, Jean Sheldon,	Blacksburg,	South Carolina
Bennett, Buren McGilvrey,	Jackson Springs,	North Carolina
Bennett, Henry Richardson,	Wadesboro,	North Carolina
Bennett, Landis Seawell,	Jackson Springs,	North Carolina
Bennett, Margaret Virginia,	Blackstone,	Virginia
Bergman, Hyman,	New York,	New York
Best, Farquhard Smith,	Dunn,	North Carolina
Biggerstaff, Annie Lee,	Forest City,	North Carolina
Biggs, William Campbell,	Goldston,	North Carolina
Bizzell, William Lee,	Goldsboro,	North Carolina
Black, Cleta Idell,	Charlotte,	North Carolina
Blackley, Madge,	Durham,	North Carolina
Blalock, Claiborne Cheatham,	Durham,	North Carolina
Boles, Erven,	Mocksville,	North Carolina
Bone, Theron Arthur,	Rocky Mount,	North Carolina
Book, Abraham Benjamin,	Asheville,	North Carolina
Booth, William Robert,	Pollocksville,	North Carolina
Boothe, Elther Louise,	Durham,	North Carolina
Bost, Henry C.,	Erwin,	North Carolina
Bowman, Clarice Margaret,	Mt. Airy,	North Carolina
Brantley, Bishop Lee,	Raleigh,	North Carolina
Braswell, Mary Elizabeth,	McFarlane,	North Carolina
Brawley, Jeter Burkett,	Durham,	North Carolina
Brawley, Sumter Coe,	Durham,	North Carolina
Bridgers, Arthur Dooley,	Raleigh,	North Carolina
Bright, Katherine Louise,	Durham,	North Carolina
Brintle, Joe Howard,	White Plains,	North Carolina

Brock, T'eron Burdock,	Bunnlevel,	North Carolina
Brooks, Lena Taylor,	Whitakers,	North Carolina
Brown, Charlie Glenn,	Potecasi,	North Carolina
Brown, Gordon Graham,	Selma,	North Carolina
Bryant, George Raney,	Richmond,	Virginia
Buck, Morden Richard,	Durham,	North Carolina
Budd, William Pritchett,	Prattville,	Alabama
Buie, J. Sam, Jr.,	Winston-Salem,	North Carolina
Burch, Donald Harden,	Durham,	North Carolina
Burgess, Sherman Everett,	Old Trap,	North Carolina
Cahill, Marshall James,	Winston-Salem,	North Carolina
Calton, Wilburn C.,	Nashville,	North Carolina
Campbell, Marshall Albright,	Greensboro,	North Carolina
Cannon, Marjorie Elizabeth,	Rosemary,	North Carolina
Capps, Fred H.,	Wilmington,	North Carolina
Carlton, Elizabeth,	Durham,	North Carolina
Carpenter, Myrtle Carvia,	Durham,	North Carolina
Carper, John Howard,	Rowland,	North Carolina
Carson, Sam Paul,	Raleigh,	North Carolina
Carter, Leonard Rollins, Jr.,	West Durham,	North Carolina
Cassidy, Robert Aloysion,	Newport News,	Virginia
Cator, Mary Branch,	New York,	New York
Caudle, James N.,	Greensboro,	North Carolina
Caviness, Cicero H.,	Elizabethtown,	North Carolina
Chandler, Robert Worth,	Durham,	North Carolina
Chapman, Robert Hoyle,	Marion,	North Carolina
Cheek, Vernon Roy,	Durham,	North Carolina
Cline, Mack Ivey,	Gold Hill,	North Carolina
Coble, James B.,	West Durham,	North Carolina
Cole, James Marvin,	West Durham,	North Carolina
Cole, Lee Wyatt,	Hamlet,	North Carolina
Coleman, Frances Rebecca,	Durham,	North Carolina
Colonna, Shepherd Waller,	Charlottesville,	Virginia
Coltrane, William G., Jr.,	Siler City,	North Carolina
Colvard, Frances Virginia,	North Wilkesboro,	North Carolina
Condon, Morris Goff,	Moorestown,	New Jersey
Conally, Julian Underwood,	Leasburg,	North Carolina
Conner, Charles Arthur,	Charlotte,	North Carolina
Cooper, Lacy Hughes,	Mebane,	North Carolina
Copeland, Bessie Olivia,	Windsor,	North Carolina
Cotten, Whitworth,	Petersburg,	Virginia
Cottrell, Joseph Howard,	Richmond,	Virginia
Council, John Cromartie,	White Oak,	North Carolina
Councilor, Harry Allan,	Washington,	Dist. Columbia
Cousins, Reba Thurston,	Durham,	North Carolina
Cozart, Jaxie,	Durham,	North Carolina
Crute, James Edmonson, Jr.,	Wilson,	North Carolina
Culberson, Gladys Flowers,	Rockingham,	North Carolina
Culbreth, Willie Baird,	Durham,	North Carolina

Currin, Frances Lelia,	Durham,	North Carolina
Cuthrell, Harold Glenn,	Durham,	North Carolina
Dailey, Florence Roney,	Mebane,	North Carolina
Dallas, John Sanders,	High Point,	North Carolina
Daniel, Mary Helm,	Hillsboro,	North Carolina
Daugherty, Herbert Hoyle,	Lumberton,	North Carolina
Davis, Harry Wesley,	Hemp,	North Carolina
Davis, Lee Ferguson,	Waynesville,	North Carolina
Davis, Mrs. Swindell Love,	Durham,	North Carolina
Davis, Thomas Jefferson, Jr.,	Danville,	Virginia
Dawson, Flora Belle,	Greensboro,	North Carolina
Dean, Dayton,	Mt. Airy,	North Carolina
Deans, James Patrick,	Belhaven,	North Carolina
Dorsett, Harrison Wood, Jr.,	Lexington,	North Carolina
Dry, Verne Ritchie,	Richfield,	North Carolina
Dukes, Charles Aubry,	Little Rock,	South Carolina
Dunlap, James Mendenhall, Jr.,	Wadesboro,	North Carolina
Dunn, Osborne Eugene,	Clinton,	North Carolina
Dunn, William Lyman, Jr.,	Pinetops,	North Carolina
Edwards, Lillian Nell,	Sylva,	North Carolina
Edwards, Montgomery Roger,	Rutherfordton,	North Carolina
Elias, Edna Kilgo,	Charlotte,	North Carolina
Elliott, Agnes LeGrand,	Durham,	North Carolina
Ennis, Lonnie R.,	Durham,	North Carolina
Essey, Eugene Kinsmon,	Laurinburg,	North Carolina
Eubanks, Helen King,	Durham,	North Carolina
Eubanks, Lyda Harris,	Chapel Hill,	North Carolina
Evans, Frances Brownley,	Edenton,	North Carolina
Evans, James Fred,	Greer,	South Carolina
Exum, Jamie Herring,	Snow Hill,	North Carolina
Fair, Charles LaMar,	Harrisburg,	Pennsylvania
Farley, Roland,	Danville,	Virginia
Farmer, William Dempsey,	Bailey,	North Carolina
Farr, David Thomas,	Clinton,	South Carolina
Farrar, Albert Austin, Jr.,	Mount Holly,	North Carolina
Farriss, Carter Wood,	High Point,	North Carolina
Faulkner, Littlejohn Taylor,	Henderson,	North Carolina
Fearing, Robert Beveridge,	Elizabeth City,	North Carolina
Felmet, Lucian Holt,	Asheville,	North Carolina
Ferrell, Clara Mae,	Durham,	North Carolina
Folger, Henry,	Mt. Airy,	North Carolina
Fonville, James Gilbert,	Neuse,	North Carolina
Forbes, Bennett,	Jarvisburg,	North Carolina
Fortescue, William Nicholas,	Scranton,	North Carolina
Frick, Harvey Lee,	Gold Hill,	North Carolina
Futrell, James Wilbur,	Rich Square,	North Carolina
Garland, Daniel Martin,	Harrisburg,	Pennsylvania
Garrard, Hubert Lee,	West Durham,	North Carolina
Gery, Delma Louis,	West Durham,	North Carolina

Gibbons, Elizabeth,	Hamlet,	North Carolina
Gibbons, John Partridge, Jr.,	Hamlet,	North Carolina
Gibson, Martha,	Laurinburg,	North Carolina
Giles, Douglas Cardwell,	Chatham,	Virginia
Gilliland, Louis Bonderville, Jr.,	Clarksville,	Virginia
Glassie, Donelson Caffery,	Chevy Chase,	Maryland
Godfrey, Octavius Coake, Jr.,	Spencer,	North Carolina
Godfrey, Sherman David,	Spencer,	North Carolina
Goode, Samuel Orden, Jr.,	Greensboro,	North Carolina
Gordon, Ella Margaret,	Elizabeth City,	North Carolina
Green, Katie Lee,	Durham,	North Carolina
Green, William Howard Taft,	Council,	North Carolina
Gregory, Dorothy Mildred,	Angier,	North Carolina
Gregory, Quincey Earle,	Kershaw,	South Carolina
Griffin, Henry Neal,	Monroe,	North Carolina
Griffin, Lewter Bernice,	Potecasi,	North Carolina
Grimes, Hal Alma,	Lexington,	North Carolina
Groome, Wilbur,	Greensboro,	North Carolina
Groves, Catharine,	Chapel Hill,	North Carolina
Gudger, Harry,	Candler,	North Carolina
Gunnin, Carroll Edgar,	Gastonia,	North Carolina
Hackney, James Frederick,	Lexington,	North Carolina
Hales, John Donivon,	Pikeville,	North Carolina
Hampton, Patsy Catharine,	Durham,	North Carolina
Hampton, William Beams, Jr.	Durham,	North Carolina
Hancock, Evelyn Margaret,	Wilmington,	North Carolina
Hanes, John Chisman,	Pine Hall,	North Carolina
Hannah, Hamner, Jr.,	Rocky Mount,	North Carolina
Harbison, Annie Christal E.,	Morganton,	North Carolina
Harmon, John Calvin, Jr.,	Council,	North Carolina
Harriett, Willie George,	Pollocksville,	North Carolina
Harris, James Wesley,	Durham,	North Carolina
Harris, Sarah Alice,	Seaboard,	North Carolina
Harrison, William Harrell,	Williamston,	North Carolina
Harvey, Charles Wesley, Jr.,	Greenville,	North Carolina
Hassell, John Linwood, Jr.,	Greenville,	North Carolina
Hatcher, George Brown,	Winston-Salem,	North Carolina
Hatley, Raymon Colwell,	Oakboro,	North Carolina
Hauss, William Cecil,	Lincolnton,	North Carolina
Haynes, Sheldon Elias,	White Sulphur Sp'gs,	West Virginia
Heffner, Womble Clifton,	Maiden,	North Carolina
Heikes, John David,	Millersburg,	Pennsylvania
Henderson, Morris King,	New Bern,	North Carolina
Hepler, Joseph Madison,	Kernersville,	North Carolina
Herring, Marvin Joe,	Mt. Olive,	North Carolina
Hill, Hubert Fulton,	Winston-Salem,	North Carolina
Hill, Thomas Spencer,	Newport,	North Carolina
Hipp, Bertha C.,	Charlotte,	North Carolina
Hippert, Glenn Watkins,	White Sulphur Sp'gs,	West Virginia

Hix, Mary Elizabeth,	Durham,	North Carolina
Hobgood, Virginia Lucille,	Durham,	North Carolina
Holcombe, Lindsay Hugh,	Mt. Airy,	North Carolina
Holland, Mary Gattis,	Smithfield,	North Carolina
Hollingsworth, Harry E.,	Newton,	North Carolina
Holsomback, Benjamin Gould,	Raleigh,	North Carolina
Holt, Gladys,	Durham,	North Carolina
Holt, Isaac Terry,	Erwin,	North Carolina
Honeycutt, Troy McPhail,	Dunn,	North Carolina
Hooker, Charles Wright,	Henlawson,	West Virginia
Hostetler, Lynn Williamson,	Barium Springs,	North Carolina
Howie, Henry Gilmer,	Charlotte,	North Carolina
Howland, William Franklin, Jr.,	Henderson,	North Carolina
Huffman, Norman Ara,	Asheville,	North Carolina
Hull, Oscar Coleman,	Roxboro,	North Carolina
Huneycutt, Talfourd Thurman,	Norwood,	North Carolina
Hunter, Roy Alexander,	Charlotte,	North Carolina
Jackson, James F.,	Bainbridge,	Georgia
Jankoski, John Edward,	Milwaukee,	Wisconsin
Jenkins, Ernest L.,	Henry River,	North Carolina
Jenkins, Helen,	Clayton,	North Carolina
Jennette, Dorothy Walland,	Norlina,	North Carolina
Jennings, William Henry,	Rocky Mount,	North Carolina
Johns, Nancy Pauline,	Durham,	North Carolina
Johnson, Cauin Timothy,	Benson,	North Carolina
Johnson, Hazel,	Ingold,	North Carolina
Johnson, Ida Margarette,	Halifax,	North Carolina
Johnson, Robert W., Jr.,	Apex,	North Carolina
Johnston, Frances Elizabeth,	Durham,	North Carolina
Johnston, Walter Eugene, Jr.,	Winston-Salem,	North Carolina
Jones, John Bunyan,	Stokesdale,	North Carolina
Judd, Violette Catherine,	Varina,	North Carolina
Kaleel, William,	Goldsboro,	North Carolina
Kanipe, Hubert Lee,	Old Fort,	North Carolina
Kaufman, Una Libby,	New York,	New York
Kendall, Henry L., Jr.,	Norwood,	North Carolina
King, George Benjamin, Jr.,	South Boston,	Virginia
Kistler, Henry Evans,	Charlotte,	North Carolina
Kleckner, Orrin Frank,	Buffalo,	New York
Knight, Thomas Baker,	Louisburg,	North Carolina
Kramer, Joseph Perry,	Elizabeth City,	North Carolina
Lake, Charles Elmore, Jr.,	Mt. Vernon,	Ohio
Langston, William Dortch,	Goldsboro,	North Carolina
Lanier, Walter Lee,	Norwood,	North Carolina
Lassiter, William Carroll,	Smithfield,	North Carolina
Leach, John S.,	Washington,	North Carolina
Lee, Margaret Borden,	Lincolnton,	North Carolina
LeGette, Melva Iris,	Latta,	South Carolina
Leigh, Willie Norfleet,	Savage,	North Carolina

Leonard, Reuben L.,	Salisbury,	North Carolina
Lewis, Knox Malloy,	Pembroke,	North Carolina
Lewis, William,	West Durham,	North Carolina
Lewis, William Whitfield,	Roper,	North Carolina
Lineback, Vann Roberts,	Winston-Salem,	North Carolina
Lippard, Homer Luther,	Barium Springs,	North Carolina
Little, Thomas Marshall,	Wadesboro,	North Carolina
Long, John Henry,	Unionville,	North Carolina
Love, Glenn W.,	Newton,	North Carolina
Lucas, John Paul, Jr.,	Charlotte,	North Carolina
Lupton, Carroll Crescent,	Sweptonville,	North Carolina
Lupton, Harvey Arthur,	Sweptonville,	North Carolina
Luquire, Claude Rufus,	Durham,	North Carolina
Lutz, Worth Arthur,	Shelby,	North Carolina
Lynch, Haywood Eugene,	Goldsboro,	North Carolina
Lynn, Waylon Everett,	Morrisville,	North Carolina
Lyon, Frederick Mordecai,	Durham,	North Carolina
McCaslin, Blackard H.,	Stanton,	Tennessee
McClure, Robert Leonard,	Maywood,	Illinois
McCotter, Charles Kennedy,	Cash Corner,	North Carolina
McCotter, William Whitford,	Alliance,	North Carolina
McCracken, Maude,	Durham,	North Carolina
McCurdy, Harold Grier,	Salisbury,	North Carolina
McDole, Francis,	Easton,	Pennsylvania
McDonald, Flemmon Pernell,	Lillington,	North Carolina
McDuffie, Duncan Cameron,	Asheville,	North Carolina
McEachern, Sleiman Rutledge,	Concord,	North Carolina
McFadyen, Elizabeth Ann,	Concord,	North Carolina
McGary, George Nelson,	Durham,	North Carolina
McIntire, William Calhoun,	Wilmington,	North Carolina
McIntyre, John T., Jr.,	Bristol,	Tennessee
McKay, Patsy Goldstone,	Durham,	North Carolina
McLarty, Emmett Kennedy, Jr.,	High Point,	North Carolina
McNinch, Sam Sylvanus, Jr.,	Charlotte,	North Carolina
Markham, Katherine,	Durham,	North Carolina
Martin, Ruth,	East Durham,	North Carolina
Mason, Frances Letitia,	Durham,	North Carolina
Matthews, Charles Eden,	Rocky Mount,	North Carolina
Mattox, Alvah Stone,	Glade Hill,	Virginia
Mattox, William Reuben,	Ferrum,	Virginia
Maultsby, Thomas Neill,	Council,	North Carolina
Max, Charles,	Newark,	New Jersey
Mazza, Peter A.,	Mt. Vernon,	New York
Mecum, Cora E.,	Walkertown,	North Carolina
Melton, Claude Hood,	St. Petersburg,	Florida
Metzenthin, Esther Marie,	Chapel Hill,	North Carolina
Mewborne, William Burke,	Orangeburg,	South Carolina
Miles, James Gaylord,	Greensboro,	North Carolina
Miller, Clyde, Jr.,	Old Fort,	North Carolina

Miller, Hugh Hampton,	Winston-Salem,	North Carolina
Miller, Kellah Chaplin,	North Augusta,	South Carolina
Mitchell, Ernest Ezelle,	Willard,	North Carolina
Mohn, Richard Wyandt,	Louisburg,	North Carolina
Montgomery, Elizabeth,	Wilmington,	North Carolina
Moore, James Kenneth,	New York,	New York
Moore, James Marion,	Gastonia,	North Carolina
Moore, Ozelle,	Forest City,	North Carolina
Moore, Stephanie,	Faison,	North Carolina
Moore, Vertie Norfleet,	Roxboro,	North Carolina
Morgan, Katherine,	Hillsboro,	North Carolina
Morris, Esther Jane,	Raleigh,	North Carolina
Morton, Wilson Bunyan,	Louisburg,	North Carolina
Moses, Alice Ellen,	Norfolk,	Virginia
Mullen, Edith Kells,	East Durham,	North Carolina
Mumford, Bruton Leslie,	Hanrahan,	North Carolina
Murphy, Charles Springs,	Wallace,	North Carolina
Murphy, Ralph Rhudy,	Galax,	Virginia
Murray, Russell Vernon,	Oxford,	North Carolina
Murray, Webb Alton,	Maiden,	North Carolina
Nash, Loy Arthur,	Rutherfordton,	North Carolina
Newell, William Knox,	Macon,	North Carolina
Noblitt, Albert Spencer,	Old Fort,	North Carolina
Noel, Richard Dyer,	Athens,	Tennessee
Norwick, Herbert,	New York,	New York
O'Keef, Herbert Edward, Jr.,	Wilmington,	North Carolina
Oliver, James Ernest,	Marietta,	North Carolina
Ough, Owen Kenieun,	Syen Chun,	Korea
Parham, Rosalie Olivia,	Durham,	North Carolina
Parsons, Walter Clarence,	Ellerbe,	North Carolina
Partridge, Elbert R.,	Mt. Airy,	North Carolina
Pate, Jesse Page,	Durham,	North Carolina
Paul, Willis Lawrence,	Council,	North Carolina
Payne, Paul Pleasant,	Guilford College,	North Carolina
Pearson, Robert Randolph,	Rocky Mount,	North Carolina
Peeler, Melvin Ambrose,	High Point,	North Carolina
Pegram, Mary Little,	Lake City,	Florida
Pegram, William Allen,	Hamlet,	North Carolina
Pendergrass, Leo Forest,	Durham,	North Carolina
Peoples, Marjorie Dee,	Blue Ridge,	North Carolina
Perkins, Raymond Keller,	Concord,	New Hampshire
Perry, Lynn McIver,	Sanford,	North Carolina
Petway, William Lee,	Rocky Mount,	North Carolina
Pickett, William Clifton, Jr.,	Lexington,	North Carolina
Pillow, Dorothy,	New Orleans,	Louisiana
Pitts, Ralph Simpson,	Glen Alpine,	North Carolina
Plate, Lawrence Lathrop,	New York,	New York
Plyler, M. T., Jr.,	Durham,	North Carolina
Power, Sara Jane,	Paris,	Kentucky



Presson, Irene,	Monroe,	North Carolina
Price, Paul Eugene,	Marietta,	North Carolina
Ragan, Doris Lee,	East Durham,	North Carolina
Rankin, Cecil Coke,	Wilmington,	North Carolina
Raper, Edward Shore,	Winston-Salem,	North Carolina
Rawlings, Selby Moore,	North Emporia,	Virginia
Reade, Helen,	Durham,	North Carolina
Reams, James Monroe, Jr.,	Kingsport,	Tennessee
Reeves, Katie Lillian,	Cross Rock,	North Carolina
Reynolds, Hardin Walter,	Critz,	Virginia
Reynolds, Rufus Wiley,	Leaman,	North Carolina
Riddle, Floyd Lacy,	Fayetteville,	North Carolina
Ritter, William Johnson,	Lumberton,	North Carolina
Robbins, Henry Haywood, Jr.,	Gastonia,	North Carolina
Robbins, Paul Nelson,	Siler City,	North Carolina
Roberts, Thomas Lynwood,	Durham,	North Carolina
Robertson, Samuel Berry,	Greenville,	South Carolina
Rodwell, Mary Frances,	Warrenton,	North Carolina
Rogers, Charles Thomas, Jr.,	Enfield,	North Carolina
Rogers, Thomas Clyde,	Durham,	North Carolina
Rollins, Thomas Gaston, Jr.,	Durham,	North Carolina
Ross, Oscar Eugene, Jr.,	Ansonville,	North Carolina
Rousseau, William Hamilton, Jr.,	Orangeburg,	South Carolina
Rowe, James Burnette,	Charlotte,	North Carolina
Royall, Margaret Louise,	New Bern,	North Carolina
Royster, Mary Elizabeth,	Bessemer City,	North Carolina
Ruark, Henry Gibbons,	Raleigh,	North Carolina
Rubinstein, Nathan,	New York,	New York
Rucker, Max Hoyle,	Charlotte,	North Carolina
Ruddick, Ronald,	Ardmore,	Pennsylvania
Rupp, Charles Edwin,	Hagerstown,	Maryland
Sadler, Alton Guy,	Rocky Mount,	North Carolina
Safrit, Robert, Jr.,	Mt. Gilead,	North Carolina
Saint Amand, Emile,	Wilmington,	North Carolina
Salyer, Bryce Floyd,	Rocky Mount,	North Carolina
Sample, Richard Lardner,	Fort Pierce,	Florida
Sanders, George Washington,	Tampa,	Florida
Sarason, Bertram D.,	New York,	New York
Savage, Joe A., Jr.,	Rocky Mount,	North Carolina
Scurry, Claude Sparkman,	Hendersonville,	North Carolina
Seagroves, Lucy Ann,	East Durham,	North Carolina
Sechriest, Vernon Franklin,	Thomasville,	North Carolina
Self, Leila Isabel,	Lincolnton,	North Carolina
Separk, Joseph Gray,	Gastonia,	North Carolina
Shankle, Herbert Lazelle,	Mt. Gilead,	North Carolina
Shaw, John Sidney,	Wilmington,	North Carolina
Shepard, George Quinn,	Bagdad,	Florida
Sherard, Henry Marvin, Jr.,	Goldsboro,	North Carolina
Shull, Horatio Sherrard, Jr.,	Easton,	Pennsylvania

Silver, Kermit Earl,	Canton,	North Carolina
Simpson, Ola Virginia,	East Durham,	North Carolina
Smith, Ashby Wade,	Durham,	North Carolina
Smith, Charles Moody,	Charlotte,	North Carolina
Smith, Ernest S.,	Kinston,	North Carolina
Smith, James Gordon,	Spray,	North Carolina
Smith, Kathleen O.,	Concord,	North Carolina
Smith, Leroy Richards,	Middletown,	Connecticut
Smith, Paul Wesley,	Charlotte,	North Carolina
Smith, Ralph Cannon,	Ayden,	North Carolina
Smith, Thomas Frederick,	Gastonia,	North Carolina
Spivey, Clara Norine,	Ryland,	North Carolina
Spivey, Nelle,	Hertford,	North Carolina
Stacy, Oliver Hicks,	Rutherfordton,	North Carolina
Stallings, Annie Elizabeth,	Durham,	North Carolina
Stalvey, James Benjamin,	Roxboro,	North Carolina
Stanley, James Savage, Jr.,	Asheville,	North Carolina
Starnes, Ralph Odell,	Asheville,	North Carolina
Stearns, Richard Hopkins,	Maywood,	Illinois
Stearns, Thomas Suddard,	Maywood,	Illinois
Stone, Garnette Lyle,	Thomasville,	North Carolina
Stoner, Paul Glenn,	Southmont,	North Carolina
Stott, James Henry,	Wendell,	North Carolina
Strader, Chester Virgil,	Greensboro,	North Carolina
Suitt, Viola Elizabeth,	Durham,	North Carolina
Suther, Mary Irene,	Concord,	North Carolina
Swaringen, Johnson Harold,	Albemarle,	North Carolina
Taylor, Britton Marton,	St. Louis,	Missouri
Teague, Everette Reid,	Madison,	North Carolina
Thomas, Frederick Shepherd,	Durham,	North Carolina
Thorne, Robert Patterson,	Airlie,	North Carolina
Thorne, Sam Thomas, Jr.,	Airlie,	North Carolina
Thorpe, David H.,	Haverford,	Pennsylvania
Thrift, Charles Tinsley, Jr.,	Mayock,	North Carolina
Tilley, Mary Pauline,	Durham,	North Carolina
Todd, Lester Lacy,	Clayton,	North Carolina
Todd, William Millard,	Greensboro,	North Carolina
Tomlinson, William Arron,	Troy,	North Carolina
Tsuda, Minoru,	Lahaina,	Hawaii
Turner, George Edward,	Rocky Mount,	North Carolina
Turner, James Moody,	Teacheys,	North Carolina
Umstead, Annie Piper,	Durham,	North Carolina
Underwood, Reuben Harwell,	Mount Holly,	North Carolina
Upchurch, Inez Page,	Durham,	North Carolina
Uwazumi, Jo Minoru,	Okayama,	Japan
Vaughn, Leo Bernard, Jr.,	Boone,	North Carolina
Vaughn, William Thomas,	Virgilina,	Virginia
Wade, Louis Mann,	Durham,	North Carolina
Walker, William Pitt,	Andrews,	North Carolina

Walston, Fred Ivan,	Conetoe,	North Carolina
Walters, Harold Vann,	Ansonville,	North Carolina
Walters, Lamar A.,	Barnesville,	North Carolina
Ward, Thomas William,	Coleridge,	North Carolina
Warren, Allen Linwood,	Durham,	North Carolina
Warren, Millard Whitfield,	Edward,	North Carolina
Watts, Truby Tyler,	East Durham,	North Carolina
Weatherby, Carleton Eddy,	Faison,	North Carolina
Weathersbee, George Edward,	New Bern,	North Carolina
Weatherspoon, Everett Broadus,	Durham,	North Carolina
Weaver, L. Maye,	Bessemer City,	North Carolina
Webster, James Harden,	Stokesdale,	North Carolina
Weingarten, Harold C.,	Brooklyn,	New York
Wells, William Keene,	Petersburg,	Virginia
Wells, Wiley Wendell,	Asheville,	North Carolina
Welton, Mabel Luella,	Durham,	North Carolina
Werber, William Murray,	Berwyn,	Maryland
Whisenant, John Alexander,	Maiden,	North Carolina
Whitaker, George Dexter,	Orangeburg,	South Carolina
White, William A.,	Patterson,	New Jersey
Whitener, Kathryn,	Hickory,	North Carolina
Widenhouse, Arthur Lee,	Concord,	North Carolina
Williamson, Glenn Irvin,	Ruffin,	North Carolina
Wilson, Lloyd Bain,	Lawndale,	North Carolina
Wilson, Robert Walker,	Durham,	North Carolina
Winecoff, Charles Herbert,	Winston-Salem,	North Carolina
Wingate, William James, Jr.,	Lincolnton,	North Carolina
Woodall, Worth Jeter,	Clayton,	North Carolina
Woodroof, William Grover,	Roanoke Rapids,	North Carolina
Wray, George Miller,	Winston-Salem,	North Carolina
Wrenn, John Ernest,	Southmont,	North Carolina
Wyche, Alma Virginia,	Weldon,	North Carolina
Yokeley, Hayes Hampton,	Winston-Salem,	North Carolina
Zachary, Henry C.,	Cooleemee,	North Carolina

### SECOND YEAR SPECIALS

Chang, Sing Wook,	Aujii,	Korea
Knapton, Helen,	Durham,	North Carolina

### FRESHMAN CLASS

-Abraham, John Harwood,	Alexandria,	Virginia
-Acheson, John Bain,	Evanston,	Illinois
-Adams, Joseph Preston, Jr.,	Monroe,	Georgia
Adkins, Emery E.,	Durham,	North Carolina
Albritton, Martin Holt,	Snow Hill,	North Carolina
Alcorn, Bruce Dandridge,	Ruffin,	North Carolina
Alexander, Joseph Culbreth,	Kinston,	North Carolina

Alexander, William Bruce, Jr.,	Ayden,	North Carolina
Alexander, William Edgar,	Durham,	North Carolina
Alford, Dallas Lloyd, Jr.,	Durham,	North Carolina
Almond, John Willis,	Albemarle,	North Carolina
Anderson, Ernest Coleman,	Lenoir,	North Carolina
Anderson, John Bascom,	Asheville,	North Carolina
Andrews, Henry Lucian,	Mt. Gilead,	North Carolina
Armfield, Joseph H., Jr.,	Greensboro,	North Carolina
Atkins, Ennis W.,	Gastonia,	North Carolina
Aycock, Walton,	Pikeville,	North Carolina
Bagwell, Withers Ivey,	South Boston,	Virginia
Baker, Rudolph Jackson,	Holly Springs,	North Carolina
Ballou, Edwin Samuel,	Winston-Salem,	North Carolina
Barbee, Arthur Odell,	Durham,	North Carolina
Barbee, Mary Elizabeth,	Durham,	North Carolina
Barnette, Henry Vance,	Roxboro,	North Carolina
Beacham, Weldon,	Greensboro,	North Carolina
Beall, Grogan,	Durham,	North Carolina
Beasley, Sarah Katharine,	Durham,	North Carolina
Belk, Bundy Farice,	Waxhaw,	North Carolina
Bennett, Placid Burleigh,	Chapel Hill,	North Carolina
Bennett, Thomas Warner,	Cleveland,	Ohio
Bertine, Arthur E.,	New Rochelle,	New York
Best, Rudolph,	Fremont,	North Carolina
Betts, Margaret Hinton,	Baskeville,	Virginia
Billings, Mary Lee,	Durham,	North Carolina
Black, Jacob,	Cleveland,	Ohio
Blalock, Mary,	Prospect Hill,	North Carolina
Bloom, Jerome,	New Rochelle,	New York
Boddie, Margaret Webb,	Durham,	North Carolina
Booth, Roy M.,	Pollocksville,	North Carolina
Bost, John Hilliard,	Winston-Salem,	North Carolina
Bowen, Colon Ray,	Plymouth,	North Carolina
Boyd, Edna McLean,	Washington,	North Carolina
Bradburn, James Monroe,	Spencer,	North Carolina
Brannock, William Henry,	Reidsville,	North Carolina
Branson, Mary L.,	Durham,	North Carolina
Bretholl, Carl Frederic,	Pores Knob	North Carolina
Brian, Earl Wintrey,	Asheville,	North Carolina
Brinkley, Francis Henderson,	Portsmouth,	Virginia
Broadwell, Ethel Erdine,	Durham,	North Carolina
Brogden, Georgiana,	West Durham,	North Carolina
Brown, Mary Geneva,	Raleigh,	North Carolina
Browning, Nancy Uhland,	Hillsboro,	North Carolina
Bryant, B. Allen,	Atlanta,	Georgia
Buffaloe, James Henry, Jr.,	Clinton,	North Carolina
Bull, Daniel Coley,	Taylors,	South Carolina
Burch, George Coleman,	Roxboro,	North Carolina
Burch, Vella Jane,	Durham,	North Carolina

Burge, Cecil Leland,	Arlington,	Alabama
Burgess, Walter Leary,	Old Trap,	North Carolina
Cain, Gladys Idelle,	Durham,	North Carolina
Caldwell, Elizabeth Miller,	Monroe,	North Carolina
Campbell, Willis,	East Spencer,	North Carolina
Carlyle, William Watts,	Lumberton,	North Carolina
Carpenter, Adolphus Wesley,	Durham,	North Carolina
Carpenter, Donald,	Maiden,	North Carolina
Carpenter, Elsie Lee,	Durham,	North Carolina
Carrigan, William A. G., Jr.,	Hope,	Arkansas
Carter, Frank Woods,	Danville,	Virginia
Carver, William Malone,	Rougemont,	North Carolina
Caviness, Radcliffe Lewis,	Portsmouth,	Virginia
Chandler, Alma Rebecca,	Durham,	North Carolina
Chandler, James Lawson,	Ruffin,	North Carolina
Clapp, George Willard,	Burlington,	North Carolina
Clark, Dudley Chase,	Miami,	Florida
Clark, Ellen Louise,	Candler,	North Carolina
Clark, Walter R.,	Plymouth,	North Carolina
Clippard, Dwight J.,	Swannanoa,	North Carolina
Clutz, Garland William,	Baltimore,	Maryland
Cobb, Bertha Elizabeth,	Durham,	North Carolina
Cobb, Edgar D.,	Hickory Grove,	South Carolina
Cobb, Rawls,	Durham,	North Carolina
Coble, Edgar Moody,	Durham,	North Carolina
Cochrane, Robert Bingham,	Asheville,	North Carolina
Colclough, Madge Hazel,	Durham,	North Carolina
Coleman, Margaret Louise,	Lyons,	North Carolina
Connock, Robert Henry,	Norfolk,	Virginia
Cooke, Emma Ellen,	Elkin,	North Carolina
Cooper, James P.,	Camp Hill,	Pennsylvania
Corte, Peter F.,	Astoria,	New York
Cotton, Joe G.,	Weldon,	North Carolina
Coulter, David Bruce,	Vandergrift,	Pennsylvania
Courtney, Robert Marvin,	Morganton,	North Carolina
Covington, Sam Robert,	Raleigh,	North Carolina
Cox, Cosmo Lew,	Durham,	North Carolina
Cox, Pheba Louisa,	Winston-Salem,	North Carolina
Craven, Donnell Reid,	Concord,	North Carolina
Credle, Eugene Travis,	Washington,	North Carolina
Crews, Charlotte Edwina,	Dabney,	North Carolina
Crittenden, Zac,	Shellman,	Georgia,
Crona, Gerald M.,	Portland,	Maine,
Croom, Percy Edward,	Clinton,	North Carolina
Croson, Joseph McGuire,	Washington,	D. C.
Cross, Lila Roane,	Memphis,	Tennessee
Crouch, William Henry,	Washington,	D. C.
Crowell, Sam,	Indian Trail,	North Carolina
Crowson, Neblett Ferguson,	Burlington,	North Carolina

Crull, Richard Morgan,	East Orange,	New Jersey
Crute, John Manson W.,	Wilson,	North Carolina
Cunningham, Ivo Ferris,	Bainbridge,	Georgia
Dailey, John Colvin,	Durham,	North Carolina
Daly, Jack,	New York,	New York
Davis, Gilbert Peele,	Washington,	North Carolina
de Bruyne, Anton Locker,	Durham,	North Carolina
Deese, Robert Clinton,	Lumberton,	North Carolina
Deiso, Alfred J.,	Mt. Vernon,	New York
Dempt, Herman Dietrich,	Rocky Mount,	North Carolina
Dermott, John Elliott,	Durham,	North Carolina
Dickerson, Robert Turpin,	Richmond,	Virginia
Dixon, Harold Keith,	Kinston,	North Carolina
Dixon, Robert Daniel, Jr.,	Trenton,	North Carolina
Dodgion, Hazel May,	Wytheville,	Virginia
Dominick, Hal M.,	Cordele,	Georgia
Dorsey, V. Arthur,	Hagerstown,	Maryland
Dosher, Wilbur Eldridge,	Wilmington,	North Carolina
Downing, John C.,	Fayetteville,	North Carolina
Duke, James Claud,	Concord,	North Carolina
Dunbar, John F.,	Grand Junction,	Tennessee
Eatman, Ida Pearle,	Bailey,	North Carolina
Eatmon, William Godfrey, Jr.,	Rocky Mount,	North Carolina
Edelman, Benedict Isaac,	New York,	New York
Edmundson, Robert Burt,	Stantonsburg,	North Carolina
Edwards, David Calvin,	Walkertown,	North Carolina
Edwards, Mark,	Asheville,	North Carolina
Ehringhaus, Erskine Egerton,	Hendersonville,	North Carolina
Eisenstadt, Norman,	New York,	New York
Elmer, Charles Robert,	Ironton,	Ohio
English, Hettie,	Mt. Airy,	North Carolina
Eure, Hilliard Manley, Jr.,	Lenoir,	North Carolina
Evans, William Earle,	West Plains,	Missouri
Ewing, Kemp Battle, Jr.,	Durham,	North Carolina
Farabee, Lawrence Burl,	Lexington,	North Carolina
Faucette, Mary Elizabeth,	Durham,	North Carolina
Finkel, Murray Michael,	New York,	New York
Fischer, Leon Vernon,	Charleston,	South Carolina
Fitzgerald, Bernice Hubert,	Smithfield,	North Carolina
Flintom, Blair,	Raleigh,	North Carolina
Folk, Rowland,	Riverside,	Illinois
Fonville, Ralph William,	Bahama,	North Carolina
Forbes, Robert L.,	Greenville,	North Carolina
Foreman, Lemuel Roscoe, Jr.,	Elizabeth City,	North Carolina
Fox, Robert,	Washington,	D. C.
Frank, Grady Craven,	Durham,	North Carolina
Freeman, William Chester,	Washington,	D. C.
Gaddy, Wade,	Peachland,	North Carolina
Gamble, Allen Owen,	Franklinton,	North Carolina

Garrett, Howard Richard,	Washington,	D. C.
Garrett, Malcus Peorial,	Durham,	North Carolina
Gaut, Alfred T.	Knoxville,	Tennessee
Gee, Willie,	Henderson,	North Carolina
George, Alex,	Shelby,	North Carolina
Gibson, Elsie Neal,	Laurinburg,	North Carolina
Gibson, Harold Morgan,	Laurinburg,	North Carolina
Gibson, James Robert	Durham,	North Carolina
Gillette, James Irving,	Smithfield,	North Carolina
Gobbel, James Thomas,	Spencer,	North Carolina
Godson, Alfred A.,	Russellville,	Kentucky
Graves, William W., Jr.,	Wilson,	North Carolina
Gray, Larry Lee,	Wadesboro,	North Carolina
Grimes, Bryon C.,	Hagerstown,	Maryland
Grimsley, Edward Lee,	Kernersville,	North Carolina
Groome, William Jennings,	Lumberton,	North Carolina
Hackney, J. P., Jr.,	Charlotte,	North Carolina
Hambright, Buford Carson,	Grover,	North Carolina
Hamrick, Earle Allan, Jr.,	Winston-Salem,	North Carolina
Handelsman, Bertram,	New York,	New York
Hanks, James Monroe,	Anderson,	South Carolina
Harrill, Freeman Bronner,	Spindale,	North Carolina
Harrington, James Thomas,	Marietta,	North Carolina
Harrington, Milton E.,	Greenville,	North Carolina
Harris, Reese B.,	Asheboro,	North Carolina
Harris, William Kemp, Jr.,	Bristol,	Tennessee
Hassénplug, Fred Miller,	Williamsport,	Pennsylvania
Hawkins, Spencer Lee,	N. Charlotte,	North Carolina
Hayes, John Calhoun, Jr.,	Latta,	South Carolina
Hayes, Mary Dell,	Southern Pines,	North Carolina
Hayes, Robert Griffith, Jr.,	Charlotte,	North Carolina
Haynes, Roland A.,	Cleveland,	Ohio
Haywood, J. Frank,	Waxhaw,	North Carolina
Haywood, Thomas Luther,	Waxhaw,	North Carolina
Hedgepath, William Fred,	Clover,	South Carolina
Heizer, James Sidney,	Silver Springs,	Maryland
Helms, James Luther,	Morehead City,	North Carolina
Henry, Charles Howard,	Plainfield,	New Jersey
Herring, Mack Uriah,	Mt. Olive,	North Carolina
Hickey, Charles Avery,	Spruce Pine,	North Carolina
Hicks, Oliver Holloway,	Durham,	North Carolina
Higgins, Gladys Merle,	Asheville,	North Carolina
Hill, Frances Faison,	Durham,	North Carolina
Hill, James Willard,	Sunbury,	North Carolina
Hinternhoff, Charles Frank,	Union City,	New Jersey
Hobbs, Marcus Edwin,	Wilmington,	North Carolina
Hocutt, Edgar Jerome,	Enfield,	North Carolina
Holden, Charles Harold,	Maywood,	Illinois
Holmes, Alice Elizabeth	Walkertown,	North Carolina

Holt, Henry Gilbert,	Richmond,	Virginia
Honeycutt, Alden Proffitt,	Burnsville,	North Carolina
Honeycutt, Charles Fletcher, Jr.,	Suffolk,	Virginia
Hooper, Conrad Sidney, Jr.,	Durham,	North Carolina
Hoopy, George Clayton,	Lemoyne,	Pennsylvania
Hoover, Charles,	Denton,	North Carolina
Hopkins, William F.,	Lansdowne,	Pennsylvania
Horton, James Everett,	Aberdeen,	North Carolina
Hottenstein, Henry Franklin,	Millersburg,	Pennsylvania
Howard, Richard Onslow,	Swan Quarter,	North Carolina
Huling, John McKee,	Bristol,	Tennessee
Hulme, Francis Pledger,	Asheville,	North Carolina
Humphries, Howard Franklin,	Berwyn,	Maryland
Hundley, Weldon Robert,	Hampton,	Virginia
Huttenback, William Frederick,	Dunn,	North Carolina
Ivie, George Harris,	Leaksville,	North Carolina
Jackson, Bynum,	Cooper,	North Carolina
Jarrett, James G.,	Cherryville,	North Carolina
Jeffords, Wallace Duncan, Jr.,	Orangeburg,	South Carolina
Jenkins, Robert Howard,	Oxford,	North Carolina
Jenkins, William Jarrett,	Hobgood,	North Carolina
Johns, Patrick Henry,	Durham,	North Carolina
Johnson, Emma Bain,	Shelby,	North Carolina
Johnson, Irma Cornelia,	New Hill,	North Carolina
Johnson, Lattis Merrimon, Jr.,	Greensboro,	North Carolina
Jones, Emerson Philip,	Franklin,	Virginia
Jones, Frank, Jr.,	Durham,	North Carolina
Jones, Leonard Ellsworth,	Sanford,	North Carolina
Jones, Maie Pearl,	Laurinburg,	North Carolina
Jones, Morris,	Rome,	Georgia
Jones, Seymour Cleveland, Jr.,	Cleveland,	Mississippi
Joseph, Ellis,	Semarang,	Java
Joyce, John Leroy,	Broadway,	North Carolina
Joyner, Russell Marvin,	Rich Square,	North Carolina
Joyner, William Eppie,	Louisburg,	North Carolina
Kamenoff, Warren George,	New York,	New York
Kaufman, Samuel L.,	New York,	New York
Kehlman, William H.,	New York,	New York
Kendall, Plumer Whitelaw,	Shelby,	North Carolina
King, Cabell,	Danville,	Virginia
King, Joseph Ramon,	Faison,	North Carolina
Kirby, Walter Lawson,	Gastonia,	North Carolina
Kirkland, Jack L.,	Durham,	North Carolina
Kirkland, Margaret Camille,	Durham,	North Carolina
Kirkpatrick, Alton Hermit,	Sweptonville,	North Carolina
Knight, Grace Isobel,	Durham,	North Carolina
Knight, Hazel Love,	Wilmington,	North Carolina
Knowles, Elton T.,	Pasadena,	California
Kramer, John Andrew,	Elizabeth City,	North Carolina



Kraskey, Ronald Conner,	New York,	New York
Krupp, Frederick William,	Philadelphia,	Pennsylvania
Lambert, Eloise,	Lawrence,	Ohio
Lamm, Journey Dailey,	Wilson,	North Carolina
Landis, Margaret Vernon,	Durham,	North Carolina
Landon, Thomas Jasher,	Clinton,	North Carolina
Lasher, James Lewis,	Havre de Grace,	Maryland
Latham, Hannis Taylor,	Washington,	North Carolina
Lawing, Clara May,	Charlotte,	North Carolina
Lawrence, Daniel Charles,	Sanford,	North Carolina
Leary, Lasalle Needham,	Old Trap,	North Carolina
Leath, Frances Inez,	Durham,	North Carolina
Lee, William Otwa, Jr.,	Danville,	Virginia
Lehrback, Charles William,	Mt. Vernon,	New York
Leonard, John Cleveland, Jr.,	Bristol,	Tennessee
Liggett, Henry R.,	Carlisle,	Pennsylvania
Ligon, James Harris,	Shelby,	North Carolina
Link, John Reinhardt,	Maiden,	North Carolina
Lipe, Edwin Witherspoon,	Kannapolis,	North Carolina
Littleton, John Osburn,	Holly Ridge,	North Carolina
Livengood, Charles H., Jr.,	Durham,	North Carolina
Lloyd, Fannie Mae,	Durham,	North Carolina
Loftin, Floyd F.,	Durham,	North Carolina
Long, Mrs. J. O.,	Durham,	North Carolina
Long, Richard Blaine,	Tobaccoville,	North Carolina
Loy, Milton,	Shelby,	North Carolina
Loy, Vance Sidney,	Roxboro,	North Carolina
Lupton, John Wood,	Belhaven,	North Carolina
Lynch, Mabel Mildred,	Mebane,	North Carolina
McConnell, Cleveland,	Asheville,	North Carolina
McCracken, Sarah Katherine,	Durham,	North Carolina
McDougall, Kenneth D.,	Durham,	North Carolina
McFarland, Thelma,	Oxford,	North Carolina
McIlwaine, Edna Kathryn,	Boldgett,	Mississippi
McInroe, Ruby May,	Walla Walla,	Washington
McKay, John Woods,	Durham,	North Carolina
McKelvey, Buford Bergmain,	Fountain Inn,	South Carolina
McKenzie, Duncan Archibald,	Windsor,	North Carolina
McKinley, John Preston,	Mobile,	Alabama
McKinney, Troy V.,	Shelby,	North Carolina
McLaughlin, Donald Clay,	Hagerstown,	Maryland
McNairy, John Egbert,	Greensboro,	North Carolina
Malone, Inez Ruth,	Durham,	North Carolina
Malone, Vallie Iola,	Durham,	North Carolina
Mann, Glenn Edward,	Greensboro,	North Carolina
Mann, Joseph Wesley, Jr.,	Greensboro,	North Carolina
Manning, Joseph Tilden,	Jamesville,	North Carolina
Markham, Fay Randelle,	Durham,	North Carolina
Marks, Corinne Wayne,	Rosemary,	North Carolina

Marr, Leta Mae,	Winston-Salem,	North Carolina
Marshall, Clarence Lee,	Durham,	North Carolina
Marshall, Whitfield Huff,	Takoma Park,	D. C.
Martens, John Wesley,	Newport News,	Virginia
Martin, Edward Francis,	Brockton,	Massachusetts
Martin, Jack,	Durham,	North Carolina
Martin, Jack J.,	Charlotte,	North Carolina
Martin, Janie,	Greenville,	South Carolina
Martin, Robert Edwin,	Danville,	Virginia
Martin, William Southgate,	Wilmington,	North Carolina
Massengill, George Kemp, Jr.,	Raleigh,	North Carolina
Massengill, Paul Robinson,	Raleigh,	North Carolina
Matheson, John Lewis,	Mt. Gilead,	North Carolina
Matthews, Elizabeth Kelly,	Durham,	North Carolina
Matthews, Leon,	Bessemer City,	North Carolina
Mauney, Frank M.,	Gastonia,	North Carolina
Mayo, Robert Joseph,	Bethel,	North Carolina
Menaker, Frank Horwitz,	Harrisburg,	Pennsylvania
Merritt, Gertrude Elizabeth,	Dunn,	North Carolina
Meyers, John,	New York,	New York
Midgette, Linville Edward,	Norlina,	North Carolina
Miller, David Sam, Jr.,	Durham,	North Carolina
Millican, James Leroy,	Bridgeport,	Alabama
Mims, Virginia Harris,	Reidsville,	North Carolina
Mitchell, Coyitt Lavelle,	Fuquay Springs,	North Carolina
Moore, Carl Newton,	Wilmington,	North Carolina
Moore, Emanuel Lee,	Danville,	Virginia
Morgan, Bertha Gladys,	Winston-Salem,	North Carolina
Morgan, John Irvin, Jr.,	Farmville,	North Carolina
Morriss, Luther J.,	Jonesboro,	North Carolina
Moses, Anna Katherine,	Durham,	North Carolina
Moses, Preston Brooks,	Chatham,	Virginia
Mulholland, Elizabeth Faye,	Durham,	North Carolina
Murphy, Anderson Albert, Jr.,	Ward,	South Carolina
Murray, William David,	Rocky Mount,	North Carolina
Murrell, Mildred Jane,	Henderson,	North Carolina
Nachamson, Grace,	Durham,	North Carolina
Nachman, Henry,	Hertford,	North Carolina
Nash, George Earle,	Sulligent,	Alabama
Neal, Julian Spencer,	Spray,	North Carolina
Newsome, Nora Hazel,	Lexington,	North Carolina
Nicks, Mariana,	Hillsboro,	North Carolina
Noland, Hugh Love,	Waynesville,	North Carolina
Norton, Grady H.,	Griffin,	Georgia
Ogburn, Gordon Kellar,	Raleigh,	North Carolina
Oliver, Thomas William,	Chatham,	Virginia
O'Neal, Warren Robinson,	Manteo,	North Carolina
Osborne, Thomas Franklin,	Loray,	North Carolina
Osborne, Zebulon Frank,	Brevard,	North Carolina

Overstreet, Daniel Smith,	Wakulla,	North Carolina
Paris, Frank Dominic,	Freeland,	Pennsylvania
Parker, Harris,	Hope Mills,	North Carolina
Parker, William Henry,	Norwood,	North Carolina
Parrott, Jacob Allen,	Kinston,	North Carolina
Paschall, Gladys Marie,	Durham,	North Carolina
Paul, Mack G.,	New Bern,	North Carolina
Pearce, Helen Elizabeth,	Timberlake,	North Carolina
Pearce, Inez Moore,	Richmond,	Virginia
Pearson, William Glenn,	Gastonia,	North Carolina
Peek, Eleanor Hope,	Durham,	North Carolina
Peery, Owen Blaine,	Bluefield,	Virginia
Pender, Richard Cullen, Jr.,	Brooksville,	Florida
Pendergraph, Garland Roosevelt,	Durham,	North Carolina
Pendergraph, Odis Victor,	East Durham,	North Carolina
Penn, William Scott, Jr.,	Clayton,	North Carolina
Penney, Margaret Marea,	Chapel Hill,	North Carolina
Pennington, Joseph Bennett, Jr.,	Tarboro,	North Carolina
Penny, Durema Elizabeth,	Raleigh,	North Carolina
Petree, Urins Gray,	Tobaccoville,	North Carolina
Phelps, William A.,	Durham,	North Carolina
Phibbs, Andrew Frank,	Greensboro,	North Carolina
Phillips, Margaret,	Durham,	North Carolina
Phillips, Marion S.,	Thomasville,	North Carolina
Pitt, Iva Knight,	Roanoke Rapids,	North Carolina
Plaster, Arthur Russell,	Winston-Salem,	North Carolina
Plummer, David Edwin,	Cid,	North Carolina
Poe, Vonnie Alberta,	Durham,	North Carolina
Pointer, William Wallace,	Milton,	North Carolina
Poole, James Robert, Jr.,	Lumberton,	North Carolina
Porter, James Bryson,	Franklin,	North Carolina
Potts, Charles Joseph,	Salisbury,	Maryland
Powell, Fannie Burwell,	Henderson,	North Carolina
Pratt, Francis Marion,	Winston-Salem,	North Carolina
Pratt, Joseph Gaither,	Winston-Salem,	North Carolina
Price, Henry L., Jr.,	Monroe,	North Carolina
Proctor, Gipsie Elvina,	Durham,	North Carolina
Purdy, Mary H.,	Oriental,	North Carolina
Puthuff, David H.,	Huntington,	West Virginia
Radford, Annie Elizabeth,	Smithfield,	North Carolina
Rainwater, Frederick William,	Roberdel,	North Carolina
Ramsaur, Hubert Dickson,	Lumberton,	North Carolina
Ramsey, Colman Dalton,	Danville,	Virginia
Randle, Clint Wilson,	Hickman,	Kentucky
Ranson, Lloyd Russell,	Charlotte,	North Carolina
Rawls, William Eugene,	Suffolk,	Virginia
Ray, George William,	Raleigh,	North Carolina
Ray, Horace Greene,	Raleigh,	North Carolina
Rayford, Judy,	Mobile,	Alabama

Reams, Isaiah Marion, Jr.,	Dunn,	North Carolina
— Reams, Robert Lawson,	Kingsport,	Tennessee
— Reavis, Junius E.,	Statesville,	North Carolina
Reddish, Paul Sigman,	Durham,	North Carolina
— Redford, May Bess,	Durham,	North Carolina
Register, John Wright,	Clinton,	North Carolina
Rhodes, William Paul,	Lincolnton,	North Carolina
Rhyne, Jay Gordan,	Dallas,	North Carolina
Rice, Paul Albert,	Raleigh,	North Carolina
Ricks, Robert Henry,	Rocky Mount,	North Carolina
Roberts, Daniel Merritt, Jr.,	New Bern,	North Carolina
Robeson, Stuart Hogan,	Raleigh,	North Carolina
Rogers, Edna O'Neal,	Roxboro,	North Carolina
Rogers, George Howard,	Asheville,	North Carolina
Rogers, Margaret Turrentine,	Durham,	North Carolina
— Rollins, Mabel Jeanette,	Forest City,	North Carolina
— Rosen, Charles Daniel,	New York,	New York
— Rosky, Marcus,	Chicago,	Illinois
Ross, John Bowen,	Washington,	North Carolina
Rossi, Philip Joseph,	Mt. Vernon,	New York
Round, George McWain,	Rutland,	Vermont
— Rucker, Elizabeth Jane,	Rutherfordton,	North Carolina
Russell, Robert Moore,	Durham,	North Carolina
Rutenberg, John Martin,	New York,	New York
Sample, Jack McCoy, Jr.,	Fort Pierce,	Florida
Sandling, Jesse Jefferson,	Durham,	North Carolina
Sands, Alexander Paul,	Reidsville,	North Carolina
Scarboro, Olin Everette,	Kannapolis,	North Carolina
Schlossbach, Edgar Allan,	Bradley Beach,	New Jersey
Schofield, William Wilcox,	Washington,	D. C.
Seabolt, William Eugene,	Lumberton,	North Carolina
Self, Roy H.,	Shelby,	North Carolina
— Sellers, William Porter, III,	Norfolk,	Virginia
Separk, Whorton Green, Jr.,	Raleigh,	North Carolina
Shacklette, Martha Washington,	West Durham,	North Carolina
Shamel, R. Mack,	Tobaccoville,	North Carolina
Shaver, Ralph Kizer,	Gold Hill,	North Carolina
Shell, Frances Ann,	Danville,	Virginia
Sherrill, Jackson Harold,	Cornelius,	North Carolina
Shull, Elizabeth Jane,	Easton,	Pennsylvania
Simon, William Alexander, Jr.,	Wilmington,	North Carolina
Simpson, Harold J.,	Salisbury,	North Carolina
— Singletary, Mildred Catherine,	Clarkton,	North Carolina
— Smith, Alverado Beaugard, Jr.,	Valdasto,	Georgia
Smith, Homer H.,	Cherryville,	North Carolina
Smith, Percy Walter,	Cheraw,	South Carolina
Smith, Walton Wright,	Wilson,	North Carolina
Smith, William Deburnis,	Cary,	North Carolina
Sneed, Stephen McIlwain,	Durham,	North Carolina

Snow, Henry Franklin,	Taylorville,	North Carolina
Spear, Charles Edward,	Kinston,	North Carolina
Stanbury, Walter Albert, Jr.,	Raleigh,	North Carolina
Stanley, Ola Ruth,	Durham,	North Carolina
Starnes, Leslie William,	Monroe,	North Carolina
Starnes, Ney Durant,	Monroe,	North Carolina
Staton, Jarrett Anderson,	Hagerstown,	Maryland
Stelling, Charlotte Bliss,	Providence,	Rhode Island
Stephenson, Bennett E., Jr.,	Plymouth,	North Carolina
Stephenson, Marion Osborne,	Rocky Mount,	North Carolina
Stevens, Carl Edmond,	Asheville,	North Carolina
Stewart, Daniel Niven, Jr.,	Raleigh,	North Carolina
Stiger, Milnor Kimble,	Williamsport,	Pennsylvania
Stone, Katherine,	Durham,	North Carolina
Stone, William Alexander,	Charlotte,	North Carolina
Stuckey, Willie G.,	Hemingway,	South Carolina
Swain, Ned Reynolds,	Plymouth,	North Carolina
Swift, Charles David,	Greensboro,	North Carolina
Taggart, John C.,	Tidioute,	Pennsylvania
Talley, Hugh Avent, Jr.,	Jonesboro,	North Carolina
Taylor, Andrew DuVal,	Charlotte,	North Carolina
Taylor, Catherine Cornelia,	Rocky Mount,	North Carolina
Taylor, Frederick William,	New York,	New York
Taylor, Sara Elizabeth,	Kinston,	North Carolina
Taylor, Thomas Glenn,	Peachland,	North Carolina
Thomas, John W., Jr.,	Rockingham,	North Carolina
Thompson, Ruby Lee,	Chapel Hill,	North Carolina
Thompson, Walter Ethel,	Norwood,	North Carolina
Thornburg, Zado W.,	Dallas,	North Carolina
Thurman, John William, Jr.,	Rocky Mount,	North Carolina
Trantham, Jack Elmer,	Brevard,	North Carolina
Trotter, Henry Lee, Jr.,	Winston-Salem,	North Carolina
Tucker, Joseph Francis,	Gardner,	Massachusetts
Turner, Numa Fletcher, Jr.,	Raleigh,	North Carolina
Tyndall, Albert Forbes,	Kinston,	North Carolina
Tyson, James Page,	Mebane,	North Carolina
Umstead, Hampton Bernice,	West Durham,	North Carolina
Underwood, Samuel Bobbitt, Jr.,	Greenville,	North Carolina
Upchurch, Walter McGowan, Jr.,	Raleigh,	North Carolina
Utley, Clarence Bailey, Jr.,	Norfolk,	Virginia
Walker, Herman, Jr.,	Bradenton,	Florida
Walker, Mary Lipscombe,	Durham,	North Carolina
Waller, Edgar Marsh, Jr.,	Durham,	North Carolina
Walters, Alex H.,	La Grange,	North Carolina
Wannamaker, Isabel,	Durham,	North Carolina
Ward, Sarah Elizabeth,	Conway,	South Carolina
Ward, Wadie Thurman,	Bethel,	North Carolina
Warlick, Sue,	Durham,	North Carolina
Watson, Nellie Margaret,	Durham,	North Carolina

Watson, Thomas Moore,	Smithfield,	North Carolina
Weaver, Henrietta,	Durham,	North Carolina
Webb, George Lewis,	Richmond,	Virginia
Webber, Marvel Cooper,	Rutland,	Vermont
Welch, Sam C.,	Waynesville,	North Carolina
West, Hassie Eugene,	Durham,	North Carolina
West, Milton Joshua,	Warsaw,	North Carolina
West, Robert Douglas,	Greenville,	North Carolina
Westcott, Richard Jerrell,	Merchantville,	New Jersey
Whitley, Angela,	Clayton,	North Carolina
Widenhouse, Philip Monroe,	Kannapolis,	North Carolina
Wilkerson, Mary Josephine,	Raleigh,	North Carolina
Wilkins, Elizabeth Mae,	Durham,	North Carolina
Willer, Lawrence,	New York,	New York
Williams, Henri Fuzelle,	Wilmington,	North Carolina
Williams, John Roger,	Norristown,	Pennsylvania
Williams, Robert,	Elizabeth City,	North Carolina
Williams, Russell Avery,	Siler City,	North Carolina
Williams, Staton Pender,	Robersonville,	North Carolina
Williamson, Charles Pratt,	Swan Quarter,	North Carolina
Williamson, Elsie Louise,	Durham,	North Carolina
Wilson, Edward Francis,	Madison,	North Carolina
Wilson, Nellie Grey,	Oxford,	North Carolina
Winslow, Charles Hudson, Jr.,	Dayton,	Pennsylvania
Wise, Horace Lloyd,	Elizabeth City,	North Carolina
Wiseman, Scott,	Ingalls,	North Carolina
Wishart, John Empie,	Lumberton,	North Carolina
Wittick, Donald Albert,	Maywood,	Illinois
Woodard, Ralph Hartwick,	Selma,	North Carolina
Woodward, Lila Mack,	Richlands,	North Carolina
Yarbrough, Cornelia Elliott,	Durham,	North Carolina
Zimmerman, John Conrad,	St. Matthews,	South Carolina

#### FIRST YEAR SPECIALS

Everett, Joe N.,	Norfolk,	Virginia
Mullen, Herbert Eugene,	Drum Hill,	North Carolina

#### FIRST YEAR LAW STUDENTS

Bell, J. Spencer,	Charlotte,	North Carolina
Burns, Edward Jones,	Carthage,	North Carolina
Burton, Clarence Vernon, Jr.,	Norfolk,	Virginia
Butler, Lester Clagett,	Durham,	North Carolina
Carter, Archie Banner,	Mt. Airy,	North Carolina
Chappell, Louis Vernon,	Elizabeth City,	North Carolina
Derrickson, Vernon Blades,	New Bern,	North Carolina
Elmore, Hubert Lynwood,	Rocky Mount,	North Carolina
Finch, William Atlas, Jr.,	Wilson,	North Carolina

Fletcher, Nelson Thomas, Jr.,	Gibson,	North Carolina
Garrett, Glenn T.,	Rockingham,	North Carolina
Garriss, Garland Smith,	Margarettsville,	North Carolina
Gatling, Willard Illingworth,	Norfolk,	Virginia
Guthrie, Mercer Wall,	Durham,	North Carolina
Holton, Samuel Martin,	Durham,	North Carolina
Jones, Vernie Okle,	Weaverville,	North Carolina
Laprade, Lloyd Stone,	Durham,	North Carolina
Linney, Baxter Matheson,	Boone,	North Carolina
Morris, Lambert Riley,	Atlantic,	North Carolina
Nail, Lonnie Emerson,	Winston-Salem,	North Carolina
Norris, Jesse Allen,	Fort Pierce,	Florida
Saunders, Emerson T.,	Shreveport,	Louisiana
Shepherd, Arthur Byers,	Hendersonville,	North Carolina
Sink, John Moyer, Jr.,	Greensboro,	North Carolina
Smith, Lester Audrey,	Durham,	North Carolina
Strickland, Hector Paul,	Dunn,	North Carolina
Swan, Charles Nelson,	Johnson City,	Tennessee
Troy, John Clark,	Durham,	North Carolina
Wallace, John Whitlock,	Statesville,	North Carolina
Wilson, Max Clyde,	Charlotte,	North Carolina
Wyche, Frank L.,	Roanoke Rapids,	North Carolina

#### SECOND YEAR LAW STUDENTS

Allhouse, Merle Lawrence,	Vandergrift,	Pennsylvania
Blades, Lemuel S., Jr.,	Elizabeth City,	North Carolina
Branson, William Henry,	Concord,	North Carolina
Crawford, Philip Howell,	Kinston,	North Carolina
Davis, F. W., Jr.,	Durham,	North Carolina
Dula, James B.,	Lenoir,	North Carolina
Hollowell, Linwood Branton,	Winston-Salem,	North Carolina
Ivie, Allen D., Jr.,	Leaksville,	North Carolina
Myers, Fred Weaver,	Concord,	North Carolina
Sparger, S. Gilmer,	Greensboro,	North Carolina
Thompson, James E.,	Hallsboro,	North Carolina
Whisnant, Joe C.	Henrietta,	North Carolina

## SCHOOL OF RELIGION

## SENIOR CLASS

Kelly, Walter Richard, A.B., Duke University, 1923. A.M., Duke University, 1926.	Greensboro,	North Carolina
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## MIDDLE CLASS

Brown, Adrian Ernul, A.B., Duke University, 1912.	Bynum,	North Carolina
Fouts, Dwight Lang, A.B., Duke University, 1925.	Durham,	North Carolina
Green, Charles Sylvester, A.B., Wake Forest College, 1922. A.M., Duke University, 1924.	Durham,	North Carolina
Herbert, Chesley Carlisle, Jr., A.B., Wofford College, 1925. A.M., Duke University, 1926.	Spartanburg,	South Carolina
Holler, Adlai Cornwell, A.B., Wofford College, 1921.	Graham,	North Carolina
Huggin, James George, A.B., Wofford College, 1925.	Aiken,	South Carolina
Jerome, Robert Leroy, A.B., Duke University, 1926.	Goldsboro,	North Carolina
Knight, John Vincent, A.B., Elon College, 1915.	Durham,	North Carolina
Kyles, Alpheus Alexander, A.B., Duke University, 1926.	Mooreville,	North Carolina
Moffitt, James William, B.S., East Tennessee State Teachers College, 1927.	Dayton,	Tennessee
Nease, Edgar Harrison, A.B., Duke University, 1925.	Gibsonville,	North Carolina
Ouzts, Rowland Herbert, A.B., Wofford College, 1919.	Charlotte,	North Carolina
Overton, Ernest Golden, A.B., Duke University, 1925.	Burlington,	North Carolina
Phillips, James Godfrey, A.B., Central College, 1921.	Chapel Hill,	North Carolina
Roberts, Ivan Leard, A.B., Duke University, 1926.	Ruffin,	North Carolina
Southard, Paul Cornelius, A.B., Atlantic Christian College, 1926.	Stokesdale,	North Carolina
Stott, Janadus Doane, A.B., Duke University, 1924.	Wendell,	North Carolina

## JUNIOR CLASS

Acey, Archie Everette, A.B., Randolph-Macon College, 1927.	Chatham,	Virginia
Barnhart, Frank Melton, A.B., Emory and Henry College, 1926.	Crimora,	Virginia
Barclift, Chancie DeShield, A.B., Duke University, 1927.	Durant's Neck,	North Carolina
Barringer, Emma Blanche, A.B., Duke University, 1922.	Norwood,	North Carolina
Branton, Razzie Ray, A.B., Millsaps College, 1927.	Hathorn,	Mississippi
Caudill, Russell Horton, A.B., Duke University, 1927.	Durham,	North Carolina



Clegg, William Lemuel, A.B., Duke University, 1924.	Garner,	North Carolina
Couch, Lelon Voight, A.B., Emory and Henry College, 1926.	Coeburn,	Virginia
Cunningham, Marcus Earl, A.B., University of Arkansas, 1927.	Fayetteville,	Arkansas
Davis, Harvey Landis, A.B., Duke University, 1921.	Durham,	North Carolina
Dawson, Robert Grady, A.B., Duke University, 1927.	Greensboro,	North Carolina
Frank, John Wesley, A.B., Western Maryland College, 1897.	Uwajima,	Japan
Gist, Joseph Andrew, A.B., East Central State Teachers College, 1927.	Winnsboro,	Texas
Guice, John Asa, A.B., Hendrix College, 1927.	Conway,	Arkansas
Harris, Loy Vernon, A.B., Duke University, 1924.	Elon College,	North Carolina
Jarrett, Thomas Roy, A.B., Elon College, 1927.	Schoolfield,	Virginia
Johnson, Hugh Hanna, A.B., The College of William and Mary, 1924.	Zuni,	Virginia
Keever, Homer Maxwell, A.B., Duke University, 1923.	Lewisville,	North Carolina
Lawrence, Marquis Wood, A.B., Duke University, 1925.	New Bern,	North Carolina
Mayo, Amy Overton, A.B., North Carolina College for Women, 1919.	Durham,	North Carolina
McLarty, James Brown, A.B., Duke University, 1927.	Charlotte,	North Carolina
Nelson, Fletcher, A.B., Hendrix College, 1927.	Helena,	Arkansas
Rainey, Lawyer James, A.B., Duke University, 1927.	Durham,	North Carolina
Rowe, Doyle Thomas, A.B., University of Arkansas, 1927.	Liberty,	North Carolina
Russell, Leon, A.B., Hendrix College, 1927.	West Helena,	Arkansas
Sessoms, Louise Elizabeth, A.B., Duke University, 1926.	Fuquay Springs,	North Carolina
Shell, William Frank, A.B., Hendrix College, 1926.	Rosston,	Arkansas
Shuller, Edgar Ralph, A.B., Hendrix College, 1925.	Ozark,	Arkansas
Thompson, Lacy Hunter, A.B., Asbury College, 1927.	Haw River,	North Carolina
Waggoner, Albert Crews, A.B., Duke University, 1927.	Walkertown,	North Carolina
Whitford, William Edward, A.B., Duke University, 1927.	Vanceboro,	North Carolina
Womack, Carlos Poynor, A.B., University of Arkansas, 1927.	Rogers,	Arkansas

## TEACHERS ENROLLED IN UNDERGRADUATE COURSES

Bane, Virginia Caroline,	Mullins,	South Carolina
Brady, Ila Lee,	Smithfield,	North Carolina
Bryan, Rose Ellwood,	Durham,	North Carolina
Clippard, Katharine,	Camden,	South Carolina
Cockeram, Grace,	Elkin,	North Carolina
Council, Clara,	Durham,	North Carolina
Cowan, Ida,	Durham,	North Carolina
Crumpacker, Bernice Helen,	Durham,	North Carolina
Duncan, Jeannette Irene,	Dunn,	North Carolina
Foushee, Mrs. K. E.,	Sanford,	North Carolina
Gibbs, Annie M.,	Beaufort,	North Carolina
Greene, Fern,	Durham,	North Carolina
Hall, Katherine W.,	Malden,	Massachusetts
Hayes, Margaret Louise,	Durham,	North Carolina
Heffin, Margaret,	Durham,	North Carolina
-Hinnant, J. Bryant,	Durham,	North Carolina
House, Ila Ethel,	Durham,	North Carolina
Jones, Eunice,	West Durham,	North Carolina
Jones, May Strawbridge,	Durham,	North Carolina
Lloyd, Grace Mae,	Chapel Hill,	North Carolina
Lyon, Iola,	Northside,	North Carolina
Moorefield, Nellie,	South Boston,	Virginia
Newell, Ruth,	Scotland Neck,	North Carolina
Newman, Mary Rowena,	Winston-Salem,	North Carolina
Pearce, Lucille,	Durham,	North Carolina
Pollard, Gladys,	Durham,	North Carolina
Riley, Mamie Johnson,	Goldsboro,	North Carolina
Russell, Katie Sue,	Roxboro,	North Carolina
Sasser, Mrs. Roxie J.,	Durham,	North Carolina
Satterfield, Annie Lou,	Durham,	North Carolina
-Shacklette, Benjamin Marvin,	Durham,	North Carolina
Solloway, Ethel M.,	Durham,	North Carolina
Stewart, Mrs. Mary Alice Leath,	Durham,	North Carolina
-Timberlake, Earle,	Durham,	North Carolina

# SUMMARY

## GOVERNMENT, TEACHERS AND OFFICERS

Trustees .....		36
<b>TEACHERS AND OFFICERS</b>		
Professors .....	56	
Assistant Professors .....	20	
Associate Professors .....	4	
Instructors .....	32	
Research Fellows .....	4	
Assistants and Teaching Fellows .....	49	
Library Staff .....	27	
Officers of Administration and Assistants .....	43	
Total Number of Teachers and Officers .....		235

## STUDENTS

### UNDERGRADUATE STUDENTS

Seniors .....	206	
Juniors .....	226	
Sophomores .....	480	
Freshmen .....	529	
Special Students .....	7	
Teachers Taking Undergraduate Courses .....	34	
Total Undergraduate Students .....		1,482
Graduate Students .....		130

### STUDENTS IN THE LAW SCHOOL

First Year .....	31	
Second Year .....	12	
Total Law Students .....		43
Students in the School of Religion .....		50

### STUDENTS IN THE SUMMER SCHOOLS, 1927

Graduates, First Term .....	133	
Graduates, Second Term .....	74	
Undergraduates, First Term .....	515	
Undergraduates, Second Term .....	264	
Undergraduates, Seashore Summer School, First Term ....	170	
Undergraduates, Seashore Summer School, Second Term	113	
Undergraduates, Junaluska Summer School, First Term ....	215	
Total Number Students in Summer Schools .....		1,484
Grand Total .....		3,189
Deduct Students Counted Twice .....		262
Actual Number Students Enrolled .....		2,927



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